The Hamilton SPECTATOR

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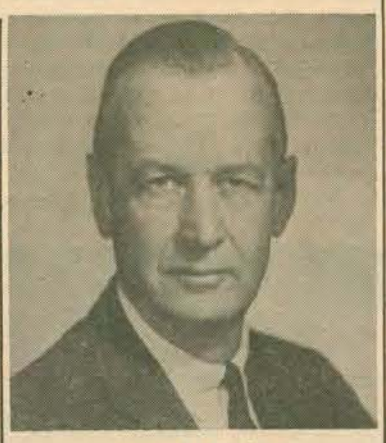
CLINTON, N. Y.

President Perkins of Cornell To Give Commencement Address

James A. Perkins, President of Cornell University, has been named as the principal speaker for this year's commencement exercises.

Dr. Perkins brings with him a list of distinctions and achievements remarkable even among honorary degree recipients. He has been, at various times throughout his career, a vice president of Swarthmore College and of the Carnegie Corporation of New York, an assistant professor and assistant director of the School of Public and International Affairs at Princeton, and, during World War II,, a member of the Foreign Economics Administration.



James A. Perkins

Heads Regents Committee

In addition to the presidency of Cornell, he is currently serving as chairman of the New York State Regents Advisory Committee on Educational Leadership, and as chairman of the Board of Trustees of the United Negro College Fund.

He is a member of the board of the Educational Testing Service and of the Carnegie Foundation for the Advancement of Teaching. He presently holds membership on the Council of Higher Education in the American Republics, on President Johnson's advisory panel on foreign policy, and on the 12-man General Advisory Committee of the United States Arms Control and Disarmament Agency. He is a trustee of the Rand Corporation.

Dr. Perkins is probably best known publicly for his lectures and writings on the American university. The Rockefeller Panel Report of his committee on "The Power of the Democratic Idea" has been discussed widely. In a series of lectures delivered at Princeton last year, he advanced the theory that the modern uni-

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Draft Examination To Be Given Here In May and June

Selective Service college qualification tests will be administered here May 14, May 21, and June 3, according to Dean Winton Tolles. Applications to take the test will have to be filed with local draft boards by April 23.

The test will last three hours and will consist of 150 questions. It will be 50 per cent verbal and linguistic skills and 50 per cent quantative reasoning.

It will be administered through the College by the Science Research Associates of Chicago.

Tolles has suggested that all students who anticipate being faced with the possibility of a selective service call within the next year and who wish to continue their studies take the test. He said that it was more important that seniors take the test than anyone else.

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DePuy Takes Action on Marijuana

by BRUCE SANFORD

Informed of the presence of marijuana on the campus late last week, Hadley S. Depuy, associate dean, said yesterday that he had reported the news to the New York State Police and the Faculty Committee on Student Activities.

The associate dean's interest in the situation was prompted a week ago by a rumor from a member of the student body. At press time, he was the "only person studying the problem."

In a special release yesterday, Depuy said that "if indications of the presence of marijuana on the campus continue, I shall ask the State Police to make a complete study of the situation and to assist in ridding the campus of this dangerous narcotic." In the meantime his investigation will continue until it produces information that marijuana has been eliminated from the campus or the names of students involved.

A rapidly-called meeting of the Faculty Committee on Student Activities on Tuesday re-endorsed the position of the College on the use or possession of any narcotic or hallucinogenic drug. "Should any student use or be

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For medical and legal reports, the problem at Hamilton and elsewhere, and a pot high, see pp. 2-3.

Hill Senate Approves Social Rules Changes

Referendum Set For Next Tuesday

by DAVID ROGERS

The Student Senate voted unanimously last Tuesday night to place its proposed social regulations as a referendum before the student body. The vote on the referendum will take place next Tuesday morning in the Chapel, and if passed, the rules will go before the Faculty Committee on Student Activities.

The Senate's action came less than an hour after the meeting began. President Peter Albro opened discussion by briefing the other members on the outcome of his meeting that afternoon with the Faculty Committee on Student Activities. He reported that the committee had decided not to make any statement on what it considers as "sexual misconduct."

Judiciary Board Given Option

The understanding the faculty had reached was that if a case of such misconduct develops and none of the Senate regulations are broken, the Associate Dean will then offer the Judiciary Board the option of handling it. If the Board decides not to try the case, the Faculty Committee may take it up on its own.

Most of the changes made in the afternoon meeting came from proposals aimed at eliminating redundancy in the phrasing of the rules. The proposed preamble suffered the most criticism and was the major subject of discussion among the senators.

Among the changes the Senate approved was the replacement of what was previously "freedom of action and freedom of expression" with "all reasonable personal freedom." This change appears in the second paragraph of the preamble as part of a statement of what freedom the College values.

Albro said that "reasonable personal freedom" had been a phrase the Senate Social Rules Committee had often used in its discussions during the past few months. At its meeting two weeks ago, the Senate voted 17-1 that it believed the sexual conduct of a student to be a personal matter, although it did not condone "sexual actions which are carried on in such a way as to be observed by others who may find such actions offensive."

Albro admitted that the Faculty Committee had not clarified itself as to what it regards as "reasonable" and "personal." The entire preamble is spotted with phrases such as these which may be subject to different interpretations by the Senate, the Judiciary Board, and the faculty, and some question exists as to how the preamble will be used in the en-

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Michael Lang

Lang Named Senate President For 1966 - 1967

Michael Lang, Student Senate president-elect, said last Tuesday afternoon that he was "surprised and happy" at winning the presidential race on the first ballot.

Lang's Tuesday Chapel victory represented the first primary ballot win in several years. Lang, who received 239 votes, defeated Bob Schulze with 174 and Rick Watson with 50.

Lang said that he is now working on plans to implement his ten-point program printed in last week's *Spectator*. Commenting on prospects for next year, Lang said that there will undoubtedly be more work for each senator, and that the senators will probably have to devote more time to the organization.

Lang said that he would like to see closer contact with the student governments of other schools with problems similar to Hamilton's. He added that there are several committees that are directly responsible to the Senate as outlined in its constitution, but that this aspect of the constitution is not fully enforced at present.

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Simon Leaves Hill Faculty for Univ. of Conn.

Michael A. Simon, instructor of philosophy, will resign from the faculty at the end of the academic year. He will join the faculty of the University of Connecticut as an assistant professor of philosophy.

Simon, who will specialize in the philosophy of science at Connecticut, said, "My particular reason for going to a larger university are professional . . . to get into an environment more conducive to research and publishing."

Simon received his B.A. in science from Amherst, an M.A. in biochemistry from Harvard, and expects his Ph.D. from Harvard this June. He has taught at Hamilton for two years.

Commenting on his position next year, Simon said, "Although I will have a number of good students next year, I expect that the average student will be well below those found here.

"As someone who has come from a small college and has taught at a small college," said Simon, "I feel that such places are better for students than for faculty members. But from a faculty point of view, I think that one chief asset to Hamilton is the high quality of students."

New Aid For Utica Children

(Last year a group of Hamilton students formed a committee to look into the possibilities of starting a summer program for underprivileged children from Utica at Hamilton. Headed by Stan Fisch '66, who organized the Utica Tutorial Project three years ago, the committee has formulated an outline of the scope and purpose of the program and has applied for funds from the Office of Economic Opportunity. Pending final word on its application for funds and choice of a director for the summer project, the committee released the following outline of what it hopes to accomplish through the summer program.—Ed.)

Hamilton College, through the Utica Community Action Commission, has applied to the Office of Economic Opportunity for funds to sponsor a summer educational program for impoverished boys and girls from Utica. The purpose of the six-week program, designed for 48 intelligent and capable seventh and eighth graders, is to enlarge their capacity for responsibility in directing their lives, in realizing their abilities, and in effecting significant improvements in their community. This overall purpose is to be achieved by affording the students opportunities to explore and express their own interests and abilities and to investigate the nature of their community.

Summer Camp Project Directors: Stan Fisch (seated), Ralph Klein, Al Sigman.

Living on campus weekdays and nights, the participants would spend a portion of each day in activities designed to stimulate their interest in and broaden

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Marijuana at Hamilton: A Long Look

Who's Turning On, And Why

by JIM WILLSE

Hamilton is hardly what you could call a hotbed of student radicalism. Compared to some other campuses, civil rights activity is practically nonexistent and Vietnam is less than a burning question.

A Berkley-type free speech movement would probably be laughed off the Hill.

But Hamilton has something in common with other, more lively campuses—the use and abuse of marijuana has suddenly become an issue and a problem.

Pot, grass, stuff, weed, a joint, a reefer, a stick: it's all the same thing, marijuana. And, like it or not, some students are turning on with it.

A projection of the student poll taken this week reflects that about 10 per cent of the student body — approximately 80 men — has smoked pot. A more realistic estimate of the number of students who have used marijuana while at Hamilton is 50, and most of those have used it for the first time in the past few months.

Who is turning on? The secret 50 includes members of all four classes, although most are seniors and juniors, and includes members of almost every fraternity. The use of pot is not centered in the College's beat element, such as it is; among those who have smoked are honor students, members of student government, members of athletic teams, student publications, and other activities.

Smoking pot is more than a cool way to rebel, it is illegal But a significant number of the students polled said they would be interested in trying it once, in spite of the risk.

The real question is not why a student would want to try pot once or twice, but why he would want to smoke more than a few times or, in some cases, regularly. At Hamilton, these students are a minority within a minority, but it is an important minorty.

I interviewed ten students whose use of marijuana ranged from occasional dabbling to fairly regular use over a long period of time. When asked why they smoked pot, most of them unconsciously hedged by describing what the experience was like, as if that answered the question.

Although all thought of it as an intensely personal experience, certain elements of the pot high were common to all: a loss of a sense of time, an increased perceptual sensitivity, and a general feeling of being able to *focus* on things — objects have meaning, jazz makes sense, ideas are more than ideas.

One student gave his height-

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Doctors versus Police
Problem or Crime?

by DAN SIEGEL

"Marijuana does some good for you," said Frank Hamlett, senior psychiatric social worker of the narcotics unit at Utica State Hospital, "but the important question to ask is 'Is this good worth anything?'" Hamlett characterized marijuana as an "emotionally addicting" drug whose continued use by a college student "*can* lead to bigger and better things."

Hamlett theorized that students who try marijuana do so for two reasons: curiosity and the need for a crutch. He said that many college students feel frustrated by academic, economic, social, and, especially at an all-male school, sexual pressures and turn to marijuana in their search for identity. He questioned the validity of using the drug in this way, saying, "If anyone could honestly show me that marijuana has helped him find his identity and thus produced a worthwhile, tangible effect on his life, I would encourage him to continue using it."

Hamlett agreed with medical authorities who have shown that marijuana is not physiologically addicting, but maintained that marijuana's most important danger, like that of all narcotic drugs, is that it is emotionally addicting. He said that users of narcotics become psychologically dependent upon their use to remove the pressures of everyday life. To support this contention, he cited the fact that addicts who have undergone withdrawal at state institutions almost inevitably return to the use of drugs after their release, although they are no longer physiologically dependant upon them. He emphasized that this danger was as real among marijuana users as among users of physiologically addicting drugs.

Admitting that the incidence of marijuana users going on to the use of physiologically addicting drugs was *probably* much higher among deprived people in urban ghettos than among college students, Hamlett maintained that socio-economic position was not as important as a person's emotional stability in determining whether using marijuana leads to heroin addiction.

He also expressed concern over those who use marijuana "for kicks." "Marijuana produces a good high," he said, "and after using it several times with pleasant results, a person might won-

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Dean Hadley S. DePuy

College Moves To Curb Marijuana

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forthwith."

After a student i s expelled from College, criminal action by civil found to possess such drugs," Depuy said, "he will be expelled authorities may be forthcoming. Depuy said that there is no way to prevent a court from demanding, by subpoenae, either testimony from college officials or college disciplinary records.

Depuy said that he foresaw no change in the regulations governing the use or possession of drugs. Within the last two years, the Faculty Committee on Student Activities has endorsed College policy on the subject twice. The committee's action this week represented a decision passed by different faculty members than the original policy statement passed in February, 1964.

Pot a Problem On Campuses Throughout East

Hamilton isn't the only campus to be faced with the problem of student use of marijuana. Administrative actions and reactions have varied considerably, running the gamut from swift prosecution to calm examination. But one conflict confronts all college deans faced with the problem: how to resolve a problem that is restricted to the campus but which is also illegal.

New York State law provides a stiff set of penalties for anyone caught with marijuana in his possession. The actual penalty varies according to the amount possessed, but the final sentence can go as high as fifteen years. The state penal code carries no provision for use of marijuana, but in practice this is a rather fine distinction.

Alfred University is one school that put the emphasis on the crime rather than the problem. According to Dean of Students Paul F. Powers, the New York Bureanu of Criminal Investigation was called in to conduct an investigation. One freshman girl was found in possession of 16 seeds and is currently awaiting a hearing before the grand jury, and in the last month eight other students have been suspended or expelled as a result of the investigation.

NYU has taken a more easy-going approach. On last Jan. 19, seven students caught smoking pot in a college dormitory were evicted from the dorm, but not suspended from the University. All of the students took their final exams the following week. NYU's policy is that while it has no control over what goes on away from the campus, they cannot tolerate illegal activity on

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"Wonder if I'll End Up Being An Addict to Something?"

(The following is a description by a student of a marijuana high which took place at Hamilton. Few students can give reasons for giving up marijuana besides fear of the law; as the case below shows, the reasons for smoking can be even more frightening. For obvious reasons, the student will remain anonymous.—Ed.)

Well, so I've got an ounce now. That's probably enough for about a month here. Twelve dollars isn't bad. Still has twigs and seeds, but I guess I can clean it up a bit.

Maybe I should have some now. Yeah, I should. Hell with the pipe, I'll just unwrap and fill up a Camel, and go for a walk on the campus in the springtime. Fine Turkish and domestic blend, you fools.

Pot. As soon as I smoke a joint, I feel maybe just a little bit nervous, not about anything, just nervous. Then I start to feel a little hollow, and then I realize I'm high. The first indication may be a feeling of pity for the match I blew out, or maybe I'll notice something of a pattern in something so common it normally escapes my thought. The most common indication of when I know I'm high is when somebody asks me what's so funny, and it strikes me that I've been smiling, or maybe laughing. I feel like telling him that everything is, but I don't. I flip in, and feel silly about it. Why should I have to control myself for him. He's cold, and here I am king of the college. Who else knows? . . . only me.

I've been taking myself for a walk through my mind for a long time now, and I'm used to what the ordinary world looks like. As a matter of fact, I pity it. The world isn't having a good time, but it still becomes my jester while I smoke. When I have a good head on, I could sit back and reign supreme, giving imperial commands with a flex of my eyebrow or a crook of my finger. Words are symbols, and they actually echo within me as if my head was hollow. My first contact with other people when I get a head on is still, though I've been working on it, a little too timid. If I meet a close friend, he becomes a part of me out there, whether he knows it or not. Every once in a while, words echo . . . burned, busted, cop, jail, parents, stoned. I become paranoic in the

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'After the Emotion Wears Off'

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sense not that I'm afraid that I'll be caught, or that everyone's out to screw me, but that I've broken an agreement with everyone else to stay down and be normal with them. I somehow suspect that if they knew enough, they'd be jealous, and I feel like a bastard.

After the feeling of emotion wears off, after maybe two hours, I suddenly realize that I feel physically different, normal. But I've still got this head on, and every once and a while for maybe a day after, things will strike me as being supremely absurd or maybe as making supreme sense, which before had never even approached me.

That is to say, the more you smoke, the more your mind is opened, even when you haven't smoked for weeks. You read poetry and find yourself thinking, "Wordsworth must have been high to write that." And there it suddenly is again, about the whole bit . . . acid, pot, everything. You keep seeing things that make you say, "Man, I'd like to see that high." I occasionally wonder if I'll end up being an addict to something, but then I say I'll never shoot it up (Potheads view heroin addicts as unfortunate brethren) but, well, maybe I'll smoke some of the stuff . . .

Marijuana Poll

	YES	NO
1. Have you ever smoked marijuana?	10. %	90. %
2. Do you know anyone at Hamilton who has?	36.9%	63.1%
3. Would you try marijuana once?	36.2%	63.8%
4. Do you think that a student who has smoked marijuana only a few times should be expelled?	7.7%	92.3%
5. Do you think that a student who smokes marijuana regularly should be expelled?	53.9%	46.1%

Students Polled on Pot: Users Shouldn't Be Expelled

One of every ten students at Hamilton College has at least sampled marijuana, and another three would like to try it, according to the results of a recent *Spectator* poll.

The poll, for which every fifth student in the Student Directory was interviewed by a *Spectator* staff member, also showed that only 7.7 percent of the student body believes that a student who has tried marijuana a few times should be expelled and that 53.9 percent of Hamilton students believes that the habitual smoker should be separated from the College.

Almost 40 percent of the students polled reported that they knew of someone at Hamilton who smoked marijuana. There was no statistically reliable correlation between those who know students who smoke pot and those who would like to try it themselves.

The students interviewed filled out the poll sheets privately, and many commented on their feelings toward marijuana. Typical of their attitude towards the punishment of smokers was "Students who smoke reefers regularly need help, NOT expulsion. The College, parents, etc. should offer help instead of censure."

Those who said that the habitual smoker should be separated gave reasons such as "I say 'yes' because of the influence such a student has on others." Several students stated that the habitual smoker should only be expelled if he attempts to push the drug.

The Pot Problem: Other Colleges

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college-owned property, although their punitive action is less than extreme.

NYU and Alfred are representative of two ends of the spectrum of possible ways of dealing with the problem. But a happy medium of sorts has been established at Hunter College in New York.

Two years ago, Hunter's administration and college newspaper became aware of the extensive use of marijuana by Hunter students — a survey conducted by the paper revealed that 300 to 400 students considered themselves users. Wisely, the paper's editors discussed the result with Dean Glen Nygreen, who then met with various campus leaders. After long discussion, Dean Nygreen took the following position: drug usage on the campus must be halted, but at the same time some constructive approach to the whys and solutions of the problem must be taken.

The Dean sponsored a week-long series of seminars to air the issue, and then left the enforcement of the no-drug edict to the campus leaders. As one fraternity president explained it, "The object was not to get rid of the people, but to get rid of the problem. There was no witch hunt."

'. . . But I Haven't Got a Habit'

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ened appreciation of music as his reason for turning on. "If there was no music I wouldn't get high. I can hear every note that every instrument is playing, and I get emotionally involved with it. I went to the choir concert last weekend high and it was the most intense musical experience of my life. "

For some reason, students who have tried marijuana more than a few times, and especially those who smoke regularly, are in the minority. Maybe, as one student says, "This college is too middleclass to have any real heads. They're either too afraid of the law, or they have nothing to escape from."

Out of the 50, considerably less than half use their own marijuana. Almost all of the pot that has been at Hamilton has come from New York City, and although few students have had any direct contact with a pusher. Similarly, there is no Hamilton student who is selling marijuana to other students at a profit.

Some students smoke by themselves, but more prefer to gather into small groups that, while they

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Senate Presents Social Rules To Referendum

The regulations on student conduct which have been unanimously approved by the Student Senate will be presented to the student body in a referendum in next Tuesday's Chapel.

The Senate believes that the present rules are not truly student rules but compromises between the views of the students and those of the faculty. The regulations below are completely student rules and have been drawn up by the Senate after months of discussion within the Senate and between Senate representatives and the Faculty Committee on Student Activities.

Though the Senate has now unanimously approved the rules, the Faculty is awaiting the results of the student referendum before deciding whether or not to accept the revised regulations.

The revised rules offer the students the freedom necessary to a healthy social climate and at the same time require the students to accept the responsibility that accompanies such freedom. The new preamble eliminates the "ungentlemanly conduct" clause which has caused much confusion in the past. The rules themselves grant blanket room party permission, extend the dormitory and fraternity hours until 12 p.m. on weekdays and 2 a.m., Sunday morning, and allow the Senate to experiment with future rule changes without prior consent of the Faculty Committee on Student Activities.

Faculty acceptance of these rules will be an expression of confidence in the student body, and the rules will continue in effect as long as the students respect them.

The Senate urges all students to attend chapel on Tuesday and axpress their approval of these rules.

—The Student Senate

McEwen Suffers Heart Attack, Condition 'Good'

President Robert W. McEwen is in "reasonably satisfactory" condition at St. Luke's Hospital, Utica, following a major reart attack sustained at his home about 3 a.m. yesterday, according to Dr. Leon M. Roe, College physician.

Attending physicians, Dr. Willard Willis, a Utica heart specialist, and Dr. Roe, said that it is their impression as of 10 a.m. this morning, that Pres. McEwen's outlook is favorable. "However, it is well recognized that at such an early date," said Roe, "the prognosis must be somewhat guarded."

The president was awoken from his sleep with chest pains shortly after 3 a.m., yesterday, according to Dr. Roe. Roe said that he was called to the home, and following first aid treatment, Pres. McEwen was taken by ambulance to the intensive care unit at St. Luke's Memorial Hospital.

Examination with electrocardiograph confirmed the diagnosis; an occlusion of a branch of one of the coronary arteriees. He remains attached to a cardiac monitor, which registers the heart beat, according to Roe.

Dr. Roe said that he will post periodical bulletins in the campus mail center from day to day on the President's condition.

PROPOSED PREAMBLE TO STUDENT SENATE REGULATIONS ON STUDENT CONDUCT

The goals of Hamilton College as a residential community are those of the College as an academic institution: to encourage individual development and pursuit of scholarship and to provide the foundations of sound and responsible judgment.

In a college which values all reasonable personal freedom, students must act with mutual consideration and mutual respect, respect for public and personal property, and personal honesty.

Responsibility for compliance with and enforcement of the rules stated below lies with each student as a member of the College Community. The regulations that have been formulated and approved in 1966 by the Student Body of Hamilton College are listed below:

PROPOSED STUDENT SENATE REGULATIONS ON STUDENT CONDUCT

Article I — Intoxicants

a. Harmful and offensive behavior resulting from the misuse of alcoholic beverages or the carrying of open drinks in public is forbidden.

b. The consumption of alcoholic beverages at any public function of the College (such as athletic contests) or in any college lounge or building other than in students' rooms is prohibited unless permission is granted by the Faculty Committee on Student Activities.

Article 2 — Hazing

Hazing in all forms is strictly forbidden.

Article 3
Theft and Destruction

Students will be held responsible for all damages to and theft of private or fraternity property. (Damage to College property is covered in Article III of the Administrative Regulations.)

Article 4
Women Guests and Restricted Areas

a. Women are permitted in upperclass dormitories only between 10 a.m. and 12 p.m. Sunday-Friday; and 10 a.m. Saturday to 2 a.m. Sunday.

b. Women are permitted in Dunham Dormitory only between 10 a.m. and 7 p.m. Sunday-Friday; between 10 a.m. Saturday and 2 a.m. Sunday.

c. Women are permitted in the lounges and basement of Dunham Dormitory until midnight from Sunday-Friday and until 2 a.m. Sunday.

d. When women are not lodged in a fraternity, they are permitted above the first floor only between 10 a.m. and 12 p.m. Sunday-Friday; and 10 a. m. Saturday to 2 a.m. Sunday.

e. At all times other than the three recognized houseparty weekends and the special Saturday night parties described in Article 6, women may not remain in fraternity houses during the following hours:

Sunday-Friday — 12 midnight to 7:00 a.m.

Saturday — 3 a.m. to 7:00 a.m. (Sunday morning).

f. When women are lodged in a fraternity, men are strictly forbidden to go above the first floor. On the three regular houseparty weekends, these hours are from 7 p.m., Friday to 1 p.m. Sunday; on special Saturday party weekends, the hours are from 5 p.m., Saturday to 1 p.m., Sunday.

g. Men and women will not be lodged in the same building at the same time, except in the Bristol Campus Center.

h. The dormitory areas of the Bristol Campus Center are off-limits to Hamilton men whenever occupied by women.

i. The Associate Dean can make exceptions to the above rules.

Article 5 — House Parties

a. There shall not be more than three house party weekends during the College year—one in the first semester and two in the second. The times of these weekends are to be approved by the faculty.

b. Such weekends are to extend only from Friday through Sunday.

c. Proper chaperones, approved one week in advance by the Associate Dean, must be secured by each fraternity.

Article 6
Special Saturday Parties

a. There may be three additional Saturday nights during the first semester and two additional Saturday nights during the second semester when women may be lodged in the fraternities.

b. Permission for these Saturday nights will be granted by the Associate Dean upon request of individual fraternities. This permission must be sought at least two weeks in advance. Suitable chaperones must be approved by the Associate Dean no less than one week in advance.

c. The Associate Dean can make exceptions to the above rules.

Article 7
Jurisdiction and Procedure

a. Any group or individual violation of these rules shall be reported to the Associate Dean or to any member of the Judiciary Board.

b. Failure of a fraternity or dormitory room to enforce the above rules will render that group subject to discipline.

c. Violation of the rules stated above will result in disciplinary action by the Judiciary Board and may result in separation from the College.

d. All decisions made by the Judiciary Board and any action involving suspensions or expulsion of students will be submitted to the Faculty Committee on Student Activities for final adjudication.

Article 8
Changes in These Regulations

a. The Judiciary Board may recommend amendment of these rules to the Student Senate.

b. Amendment of these rules may be implemented on an experimental basis by the Student Senate. The Senate will report these changes to the Faculty Committee on Student Activities. They will be reviewed by the Student Senate after a reasonable period of time, then by the Faculty Committee on Student Activities at its own discretion.

Editorials:

A Rational Approach to Marijuana

To the Students

In the past few days rumors about a "pot scandal" have riddled the campus. What was private knowledge about student use of marjuana has grown into public hearsay, and more than a few individuals, faculty and students alike, have been surprised and, in some cases, scandalized.

In any semi-closed society of 1000 people there are bound to be events that, when brought to light, will set members of the community back on their heels. The College has weathered many a campus crisis before and it will weather this one, but certain directions must be pursued.

Dean DuPuy has said that unless he is convinced that use of marijuana has ceased to be a problem at Hamilton, he will call in the State Police. We feel that marijuana at Hamilton has not had enough time to become a serious problem, but a police investigation, while it may not mean actual arrests, will probably result in information leading to the expulsion of some students.

This should be enough of a threat for any student who has tried or is thinking of trying marijuana, and especially for those who still have it in their possession. The possibility of a mark on a student's record that a lifetime may not be enough to remove is too big a risk to run for the self-indulgence of marijuana.

We cannot regard the use of marijuana as a moral evil. Many of the old bugaboos about marijuana — that it is addictive, that it breeds crime, that it always leads to heroin — have been exploded. But while the use of marijuana may not produce physical dependency, it can, and often does, produce psychological dependency.

Marijuana is a dead-end, a crutch. We cannot honestly condemn the student who wants to try grass, or who has tried it, but the student who smokes regularly is perpetuating a weakness in himself, taking a way out from a society that puts some kind of pressure on him. Or he is creating an artificial sensitivity as a substitute for a sensitivity that he would like to have but doesn't. Read the student description on page 2: this is psychological dependency.

Whether the reason be the threat of expulsion or the realization that marijuana is directionless, one thing is certain: this campus must be spotlessly potless by the end of the weekend. If not, heads are going to roll.

To the Administration

The issue of marijuana has been raised at many colleges all over the country. At some users have been ignored, at some they have been prosecuted quickly and sometimes by questionable means. And at others, as at Hunter College (see story on page two) the issue has been dealt with intelligently and reasonably.

Dean DePuy is to be commended for the restraint and common sense with which he has approached the problem. Any campus crisis is bound to be painful for some, and a trigger-happy administration can make the pain considerably more severe; but as this newspaper goes to press, it appears that Dean DePuy's decision to wait and see is beginning to pay off. From the evidence now available, it is likely that by next week the use of marijuana will have ended on this campus.

But to eliminate the problem from the campus is not enough. If a student wants very much to smoke marijuana, he will do it in places other than the College. What must come now is a free and intelligent discussion of the issue. To treat the use of marijuana as a purely criminal act is to sell a lot of students short: the user must be confronted with ideas, not merely laws.

The current faculty regulation referring to drugs reads "should any student use or be found to possess (any narcotic or hallucinogenic) drug, he will be expelled forthwith." Most of the students here who have tried marijuana have done so only a few times, and the majority have found it wanting. We recommend that the term "use" be stricken from the regulation to protect those students who have smoked only a few times and quit, and, similarly, we recommend that no punitive action be taken with such a case. Also, we feel that a regular smoker of marijuana has, in all likelihood, developed a psychological dependency on it, and in this case rehabilitative rather than punitive measures should be prescribed.

As was inevitable, marijuana has come to Hamilton. The steps taken so far have been in the right direction; let us continue to deal with the problem calmly and rationally.

Letters to the Editor

Senior Decries Action

To the Editor:

Last weekend offered the best opportunities of this school year to the college community to hear top quality music. I was very much upset by several things that I saw, and others that were brought to my attention by other students.

Friday's concert by the Paris Chamber Orchestra was attended by at least one student in blue jeans, and several who looked like they had not shaved in three days. When the lights dimmed at the end of intermission, the audience was extremely slow to respond. It took several minutes of repeated signaling to get the audience reseated. As the orchestra re-entered, one student (in blue jeans) was still standing in the center aisle talking to friends; it was not until the orchestra was half way down the aisle that he again took his seat. In the middle of the beautiful Barber encore, the mood was destroyed by a loud sneeze.

Late Friday night, two buses of girls from the Wellesley College Choir arrived at the Bristol Campus Center. Three or four students insisted upon sitting on the front steps of the center yelling and in general throwing a good (?) show. It was not until officers of our choir (who had many other more important things to do) asked these students to leave that they had the decency to stop.

The applause between sections of the Bach cantata Sat. night (and the few students that attempted to give the Paris Chamber Orchestra a standing ovation before the programmed concert was over) was totally improper and out of place. I was surprised to see most of the audience joining in this applause after it was started by a few.

Finally, the party following Saturday's concert was apparently not the type that appealed to most of the choir members. Suffice it to say that over half of the choir either went to bed or came to the student center after a quick look at the scheduled party.

I think it is a shame that these are the things that stand out so much in my mind after a weekend of good music, but I want the entire community to be aware of them.

Respectfully,
David A. Vittum, Concert manager

Social Position Stated

To the Editor:

In answering your article and editorial on the Social Committee, I would first like to review the article and then the editorial.

To begin, in your second paragraph, you quote me completely out of context for your own purpose. I said that the poll would be biased over discontent with Saturday evening of houseparties and thus it was unfair to take your poll so soon after that night. I did not say that a misconception

(Continued on page 14)

Commentary . . .

'Spectator' Interviews Fisch on Summer Project

Spectator: What do you mean that this program won't be "merely a pleasant summer experience?"

Fisch: When we began thinking about the summer program, the Steering Committee knew that there were certain things we did not want: we did not want to have merely a "fresh air" program; we did not want a "social adjustment experience," because where these kids come from, there are many things not worth adjusting to. We wanted the program to make sense for the kids, to help them make sense of their lives and of what is happening in their town. This meant that the program had to go beyond the summer, and beyond the campus.

I have to emphasize that we don't want this program to be another "social adjustment experience." We don't want to retread the kids, make them collegiate aspirants or Democrats or junior executives. We want to make them think — about themselves, about their community, about their futures. Some, as a result of this program, may want to go to college. That's fine, but the point is, it will be their choice. We are not going to give them neat answers, because we don't know all the answers, and because we don't really know what questions the kids are asking. But we want them to ask questions, to put into words and ideas what is happening to them.

Starting from the Basics

So we are starting from the basics. We are not assuming what values the kids should acquire or trade in; we don't presume that our values and our solutions for what we believe are their problems are truly valid for them.

Spectator: You're talking about 7th and 8th graders — kids 12 and 13 years old. Won't they be too young to absorb and benefit from what you will be offering them?

Fisch: At that age, the kids would be going through the passage from childhood to adolescence and beginning to acquire a sense of self and to demand clarity and perspective in their lives. They are loose, impressionable, given to tremendous flights of enthusiasm and great bursts of energy. Although at a difficult age, they would be in the best condition to be turned on.

Spectator: What qualities will you look for in selecting the kids?

Fisch: They will be the brightest and sharpest kids we can find, the ones who have the best chance to "enlarge their capacity for responsibility." They would be the ones best able to perceive that their needs are in fact the most fundamental and pressing needs of Utica, that to a very large extent Utica had better adjust to them, become aware of and sensitive to their problems — like a lack of stimulating and liberating education; a lack of job opportunities, especially opportunities for challenging and psychologically worthwhile jobs; and ugly neighborhoods.

Spectator: But how do you expect Utica to adjust to its poor?

Fisch: Utica will adjust to them only when Utica's poor discipline their dissatisfaction, channel their talents, resources and energies toward sensitizing the community to its needs, and help their community meet those needs.

The Poor Are Those Without Money

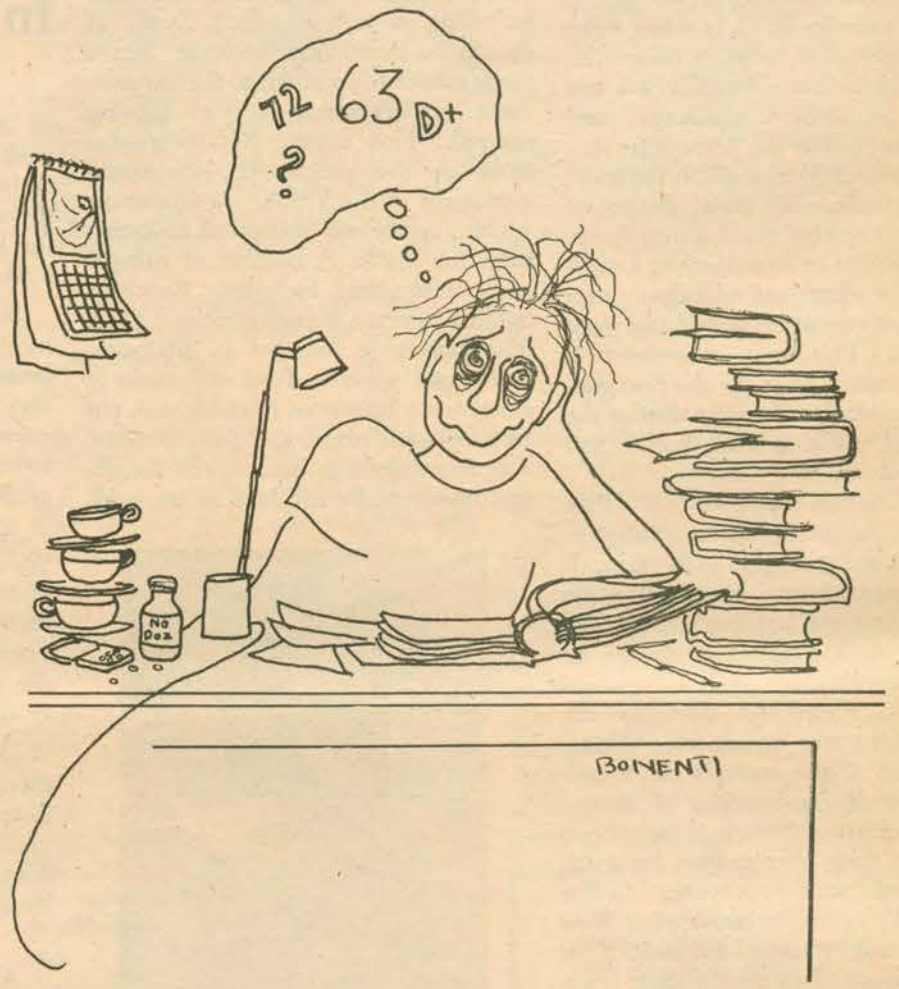
You see, the poor — at least, our concepts of the poor — are not indolent, criminal types unworthy of anything more than their subsistence allowances. Rather, the poor are those most helpless, most subject to suffer the failures and inadequacies of their community. They are helpless primarily because they have no money and they have no money because they never got enough and good enough education to hold decent jobs, or because there were no jobs for people their color, or because the jobs they had went south with the textile mills or were taken up by a machine — and then they were unable to get other jobs or train for better jobs. But let's just say that the poor are those without money; that way we don't write them off or the contributions they could make to the betterment of Utica.

So we're optimists who are impatient with the social work approach and with the attitudes of the community which tolerates such an approach. We believe that instead of asking people to adjust, to adopt our standards and come along with us, instead of this, we believe that people — poor people as well as not-so-poor people — can manage their own lives and contribute significantly to the life and betterment of their community.

Spectator: How can the poor overcome their helplessness?

Fisch: There is certainly no one sure route. Education is tremendously effective, and, in its fullest sense of drawing out and activating one's qualities, could help some of these kids. By tapping their talents and energy, by helping them discipline their dissatisfaction and achieve an identity which inspires self-confidence and self-respect, education can truly liberate. And the educational program we envisage has to go beyond the summer here on campus: it has to go into their neighborhoods and into their community, because in order to eradicate the dibilitating, dehumanizing, ugly and miserable conditions we call "poverty," the entire community will have to alter its relationship to the poor in such a way that the poor will have a greater stake in the life of their community and a full share in its decision-making process.

Grades, Grading Systems And the College Student



Raison D'Etre

Grades? "They distract me from my central purpose of learning and they give me emotional problems I would not otherwise have. The basic dilemma is that . . . I want to have a good academic record, but I also want to learn as much as possible." (by a senior at Haverford.)

Grades? "A recent survey of 1072 leaders in business, education and government listed in *Who's Who* showed that the majority of these men graduated from college with only 'C plus' to 'B' averages." (from the Oklahoma U. *Daily*.)

What are these things called grades? And what do they have to do with the acquisition of knowledge and success? The following five pages explore these and other related questions. Our intent is to promote an educated discussion of both the means and the ends of grades and grading systems.

Supplement Editor ---------- Alex Cruden
Associate Editor ---------- Jim Morgan
Photographs ---------- Woody Brown
Drawings ---------- Charles Bonenti

A Supplement of the Hamilton Spectator
Guild Nichols, Editor-in-Chief

Education and the Free University

Creative Innovation On the 'Vital Fringes'

by KENNETH CASANOVA

Education today is at a crossroads. No one can doubt that education, in the future, will not be the same as it has been, and no one can predict what form education will take as it emerges.

There are those, however, who feel they know what education ought to become. Some urge change for socio-political reasons. Others stress reforms which would allow education to cope with the new mass society. Still others hope to "purify" education – to make education more meaningful within the individual experience. Only a few years ago a debate raged between those who felt that "American education was not meeting the Russian challenge" and those who felt that the "American way of education would triumph in the end."

Just recently, educational discontent has come to revolve about a new focus. Today there can be found among a small number of students and educators a new idea of what education should and must accomplish. This new movement is similar in many ways to the "progressive" educational movement during the 1930's, and yet it is more frantic and uninhibited.

The "Counter-University" or "Free University" movement is an attempt to de-institutionalize higher education. It aims to destroy formal barriers between the individual and learning and to make education searingly relevant to the individual experience.

Jonathan Kesselman describes the genesis of the new movement: "Alongside several of the nation's major universities small communities of discontented students and teachers have been fashioning their own centers for intellectual and activist concerns. Coffee shops and apartments house what their members call 'counter - universities' or 'anti - universities' to signify their rejection of all that the ordinary university represents."

For better or for worse this new direction in education is not a response of a society seeking to improve itself. The Free University movement is growing from the vital fringes of a society which has become bulbously middle-aged.

New Left

In the main, this current is a part of the wider political and social dissent which is commonly tagged as the "New Left." In fact, the first Free University was established by New Left students in 1964 at Berkeley. During the demonstrations, the leaders of the Free Speech Movement called for a student strike and invited faculty members to join in a Free University.

Since then Free Universities have sprung up in New York, Chicago, Los Angeles, San Francisco, Ann Arbor, and Palo Alto. As would be expected, most of the counter-universities profess a strong commitment to anti-Vietnam war and pro-civil rights causes, and have at least some affinity for Marxism.

The curriculum at the Free Universities is strongly influenced by group personality strains which are found at the very heart of the experiment's *raison d'etre*. A spirit of creative innovation mixed with a feeling of sad and undirected estrangement can be found at the core of the curricula and the learning experience. Some of the courses at the Free University of New York include "Life in Mainland China Today," "Hallucinogenic Drugs: Uses and Social Implications," "Black Ghetto Racialism," "The Search for Authentic Sexual Experience," and "Literature vs. LBJ's 20th Century Theology." One of the more specialized courses at FUNY is "The Psychological Experience as an Archetype of Paradise Lost," and is described in the catalog as the " . . . experience of going into madness, with madness being seen as a fundamental human experience rooted in an untenable intrapsychic and interpersonal situation."

Moderate Approach

At the moment, then, the more "sensational" portion of educational dissent is taking a rather radical shape. It should be mentioned, however, that a mode moderate approach to the improvement of education is also gaining strength. This current has its sources more in the progressive educational movement of the 1930's – a movement whose purpose was to improve education from the inside. A number of colleges and universities, including Radcliffe, Sarah Lawrence, Bennington, and Black Mountain were founded as "liberal-experimental" schools. Tests and marks in many were forgotten; teaching was put on a personal plane, and the individual was encouraged to become emotionally and intellectually involved in his work.

'The psychological experience as an archetype of Paradise Lost'

For many the experience was idyllic and successful beyond all hopes. But these progressive schools became to be regarded as conventional, and few other institutions followed their lead. There has been recently, however, a sudden revival of this spirit. For example, Antioch has just done away with grades in certain studies, and the winds of change are even beginning to caress the walls of "fair old Hamilton."

Idealism

A wider pattern of some regularity may be derived from the differing approaches. Both the radical and moderate methodologies spring from the same well – idealism – although, to be fair, one is more embittered. The Free University movement belongs to an idealism which is not primarily educational in the strict sense, while the moderate movement is an outgrowth of a more purely educational idealism.

The point has been reached where one may wonder as to what influence the current dissent will have in compelling a lasting betterment in American higher education. There is no doubt that vast improvement of the educational methods of the American University is necessary. No student who truly seeks knowledge needs to be told of the restrictions which the present formalized methodology places on his learning experience. No student who dozes through a dull lecture in an over-crowded hall or who struggles to master the whims of "the system" can fail to see the need for change.

The lesson of reform movements in education is that society cannot educate the student specifically for its needs – that only by allowing the individual to fulfill his own educational desires will it best be served.

The Free University movement provides a valid educational experience, but, by its very nature, can only survive on the fringes of mediocrity. A revitalized moderate educational movement within the present system seems to be the only hope for affecting a basic and long-range change of the system itself. The goal must be pursued quickly, before the student is totally IBM-ized or driven to seek refuge in Free Love 101.

Grades Are Overwhelming Factor In Graduate School Admission

by JIM MEADE

"Now that I have been accepted at medical school I am learning as much as before, but I no longer suffer from the anxiety of knowing that I must get the highest possible mark on every test I take," said Ralph Klein '66.

Such a remark, or such similar statements as, "Of course graduate school pressures made me work harder; all they are concerned about is marks," express the typical student attitude toward graduate school pressures on grades.

A few students, such as Tad Herlihy '66, disagree. "Graduate school pressures had no effect on my grades. In fact, I decided to spend my Junior Year in France because I was not worried about the pressures of preparing for graduate school," he said.

Dean Winton Tolles explained that, though graduate school pressures "obviously have a great deal of effect on undergraduate grades, graduate school is only one motivation for a student to try to do good work.'"

Three Types

According to Tolles, three types of students are properly motivated: 1) the student who enjoys learning and works from sheer love of learning; 2) the student who recognizes that academic achievement is essential to taking him where he wants to go, and 3) the student who is motivated by something in his own character – by a sense of duty, a belief that academic success is good in itself, or a desire to do well in whatever he does.

Few students fit neatly into any one of these categories, but most students who achieve well do so because of some combination of these three forms of motivation. Often the student himself is not certain why he works as hard as he does. Said George Nesbitt, English department chairman, "We can never be certain if a student is working for grades or because of such other things as his interest in the subject he is studying. We hope he is at least partly studying for reasons other than grades."

Are students justified in believing that marks are the most important consideration in determining whether or not they will get into graduate school? Said Tolles, "Basically, the prime consideration in graduate admissions is academic achievement, no matter what the graduate schools may say . . . I have never known a good student to be rejected because he did not have a good activity record, though I have often seen the reverse to be true. The odds are against the student with the low C average no matter how we beat the tom toms in his favor."

Nesbitt agreed that marks are more important than activities or recommendations: "The trouble with letters of recommendation is that they sometimes tend to be mendacious." He added, however, that "if a teacher says that a student's grades do not reflect his ability, sometimes a graduate school will listen."

Depth Sought

Both Nesbitt and Tolles emphasized that perhaps the greatest danger of graduate school pressure on undergraduates is that students sometimes feel they must be experts in one field before even entering graduate school. "This is a very grave and pertinent issue," said Tolles. "Graduate schools are tending to look for more and more specialized training in their discipline and to grant admission or financial aid on the basis of the depth of the candidate's knowledge in the field he is going to study."

Nesbitt deplored the possibility of Hamilton's becoming a "prep school for graduate school" and emphasized that "we are doing all we can to prevent it." In the words of Jerome Komisar of the economics department, "Students often misinterpret graduate school and falsely believe that to go to graduate school in economics, one must be an economics undergraduate.'"

Tolles summarized the College's attitude toward the influence of graduate schools on the undergraduate curriculum: "Breadth, depth, and freedom are necessary in an undergraduate education. The more the depth is stressed, the more the others suffer."

The Dilemma

Students intending to go to graduate schools are now faced with the problems of whether to work for increased learning or merely for higher grades; whether to take courses they want to or simply those necessary for graduate school; whether or not to spend time in extra-curricular activities which might be used for study and higher grades; whether or not to take difficult courses outside of their major and risk getting lower grades.

Under the present system, students must face the truth that, in a very real sense, their admission to graduate schools depends more than anything else upon their grades. Grades are useful to graduate schools and to students themselves in evaluating their own abilities.

But only when colleges begin to de-emphasize grades and allow students to learn and study without the constant pressure of the yardstick being held up to them will they remove that anxiety which, in the words of Ralph Klein, "makes college such a hell."

College Generally Satisfied With Present Grading System

Dean Winton Tolles

Dean Tolles States College's Position

(The following statement represents the views of the faculty and administration of Hamilton College regarding the grading of students. The wording of the statements is that of Dean Winton Tolles. —Ed.)

The grading system at Hamilton College is essentially traditional and basically comparable to that used in a large majority of American colleges.

At the end of each semester the instructor in each course assigns a grade measuring the achievement of each student. The instructor, often under the guidance of his department chairman, determines the elements and the proportion of the elements used to determine the grade. The purpose of the grade is to determine the achievement of the student in comparison with his fellows as judged by the standards of the College.

These grades are also available to responsible parties such as parents, graduate schools, and prospective employees so that they may evaluate the academic progress of the student. From the grades submitted, averages and rank in class are determined for the semester, for the year, and for the course of study as a whole (i.e. the cumulative rank).

Grades are reported on a numerical basis (0-100) and are so recorded. However, these grades are announced to the student and to outside sources only in terms of letter grades – A (90-100), B (80-89), C (70-79), D (60-69), F (40-59), FF (below 40). The rationale behind this somewhat unusual arrangement is probably that, overall, the use of numerical grades permits the College to provide an extremely precise measurement of total achievement for each student. The use of letter grades for any one course gives a general ranking which seems the fairest measurement in terms of one course and avoids hair-splitting over any single grade.

There is no reason to say that this system is superior to any other rather exact marking system such as one which uses letter grades (ABCDF) with plus or minuses and assigns vaious points to each grade. Such systems are probably more common than ours. On the other hand, our system seems to provide exact measurement for internal use, and general measurement for external publication.

It would, I believe, be fair to say that we believe in an attempt to measure with considerable exactness a student's academic performance in each course and over-all. We believe our procedure does this rather well, although we recognize the validity, and even the possible superiority of other systems.

Various Causes Cited For Grade Pressure

by ALEX CRUDEN

"I hate thinking about grades" said Associate Prof. John Ellis, and it seems that much of the campus agrees with him. Despite their natural aversions, though, many students and faculty members *are* concerned with the College's grading system.

This reporter recently interviewed members of both groups, concentrating on three main questions:

1. Does our present system sufficiently represent the students' actual academic achievement?
2. To what degree are such qualities as as initiative, energy, and creativity taken into account in determining grades here?
3. Is there undue pressure and competition for grades at Hamilton?

No Glaring Faults

The consensus of interviewed faculty members on the first question was that, while our system is not perfect, it "comes as close as any grading system can" to accurate measurement, as Prof. Thomas Johnston put it. They saw no glaring faults in the present system. Prof. Ellis pointed out that Hamilton's small size allows instructors to "keep track" of their students, and thus to determine valid assessments of their levels of achievement.

However, as Instructor Milton Esbitt stated, "a grading system is always an imperfect thing." No faculty member was completely satisfied with the system, and many favored some form of experimentation, such as introducing a limited number of "pass-fail" courses.

Even so, the faculty agreed that there are no "cure-all" alternatives in sight. When asked about the preciseness of Hamilton's system, Prof. Channing B. Richardson replied, "*No* grading system is accurate and complete enough to satisfy a conscientious teacher."

'you get what you deserve'

Students were, on the whole, less certain of the accuracy of Hamilton's system. They noted that its application varies with different instructors, and that the student who can "cram" benefits most. In fact, their concern was not so much with the grading system as with its antecedent, the testing system. The students' chief objection was that very often two hour tests and a final exam are the sole basis for a grade.

While some students thought that class ranking by cumulative averages was both "quite valid" and "challenging," others considered these numerical distinctions "idiotic." They pointed out that an "insignificant" difference of three or four points could separate the so-called top third of the class from the bottom third, and that such a minor factor as attendance could cause as much as a five point variation in course grades.

Always something to do — while students agree that the work load here is heavy, they also find that 'professors here give you a break when you need it.'

Interestingly, the opinion held by most faculty members was that such variations tended to "cancel out," as Prof. Ellis put it, in the cumulative average. He stated that after four years the difference between, for instance, an 82- and an 80-average student was a meaningful one. Prof. Richardson, however, agreed that a wider use of a variety of testing devices and techniques would make the system more fair.

Nevertheless, most students concurred that as far as grades were concerned, at Hamilton "you get what you deserve."

Subjective Element

On the second question, almost all students and faculty agreed not only that "there is a subjective element in all grades," but that this was "a good thing." "Professors here give you a break when you need it," one student remarked. Yet both groups also agreed that a measure of "control" was necessary. Prof. Ellis pointed out that grades are always, to a degree, relative to "particular students in a particular class at a particular time."

The faculty generally considered that the question of "undue emphasis" varied with the individual student. As one professor commented, "it depends on who you talk to."

Varying Opinions

As it turned out, there was considerable variation in student opinions, ranging from "definitely too much emphasis" to "not an excessive amount" to "there might be a little." The degree of pressure seemed to vary with class. "As a freshman I thought there was too much – now I don't," one senior remarked, and most other students agreed.

"Grubbing for grades" has increased since the draft calls began rising, one student opined. Another noted that in some students pressure is self-included: "they want to prove to themselves that they can do the work."

Some faculty members pointed out other causes. Prof. Johnston said that graduate schools are quite interested in a student's class ranking. Another factor, he said, was that secondary school students are compelled to compete for grades in order to get into college, and this competitive spirit perseveres in many of them. He ventured that such students were missing much of the "fun" of education.

> **"When asked about the preciseness of Hamilton's system, Prof. Channing Richardson replied, 'No grading system is accurate and complete enough to satisfy a conscientious teacher.'"**

Prof. Richardson stated that pressure for measurable achievement "reflected the outside world," and that such pressure was actually greater in post-academic life.

Sports and Grades

Several students commented on the effects of sports on grades. While they felt that athletic participation generally lowered grades, some sports, especially hockey, were more detrimental than others. As one sophomore explained, hockey is more demanding because it requires three separate conditioning periods each year (after vacations), exams come in the middle of the season, and the sport itself is demanding. He added, however, that "sports around here discipline your allotment of time."

Points of Consensus

In summary, there are several main points of consensus: 1) that while almost no one is completely satisfied with Hamilton's grading system, and many would prefer some small changes, most students and faculty members are able to live with it; 2) that the degree of "subjective grading" here is within reasonable bounds, and could be given more weight; and 3) that it would probably be helpful to minimize the emphasis placed on specific numerical grades.

Hill Opinions Divided On Pass - Fail System

by DAN ORAN

One of the academic possibilities presently open to Hamilton is adoption of a limited system of "pass-fail" courses. These are courses in which no letter or numerical grade is recorded on the student's record, but merely whether he has passed or failed.

There are many ways to use this concept, and it will be helpful to examine how the pass-fail system has been or will be adopted at other schools before applying the concept to Hamilton's academic problems. The first school to actually institute a pass-fail option was Princeton, which gives juniors and seniors the option of taking one ungraded course each semester. These courses may be from any department other than the student's major.

Brown, Oberlin Follow

Other schools have given serious consideration to the Princeton system. Brown will soon allow students to take a total of two pass-fail courses during their four years.

Oberlin, staying closer to the Princeton plan, will institute the pass-fail option for juniors and seniors. At Oberlin, however, "pass" will be defined as C– or better. Like the other schools, Oberlin states that its primary purpose in having pass-fail courses is "to encourage students to choose some courses where the grade earned would not be the prime consideration."

Other schools that are considering the Princeton plan are Dartmouth, Cornell, and Mount Holyoke. Codifying its pass-fail proposal into 13 points, the Holyoke plan is the most specific. If instituted, a pass-fail course would be regarded as any other course for credit purposes, but would not count in computing a student's average. Freshmen would not be able to take these courses, and sophomores would need special permission. A professor would not know which members of his class were taking the course as pass-fail students. In addition, students would not be able to change their courses to or from pass-fail once the semester was in progress.

Still other schools have adopted different programs to suit different problems. California Institute of Technology, for example, plans to drop grades entirely for the freshman year. The pass-fail system will be used to help smooth the transition from high school to college. Washington University plans to use the pass-fail system for all freshman and sophomore classes.

Professors Questioned

As each system mentioned might have some relevance to Hamilton's academic program, several faculty members here were interviewed on the topic. Warren Wright, assistant professor of speech, is a vigorous supporter of the idea. He stressed that the primary benefit of a pass-fail option would not be new intellectual experiences as much as it would be an exercise of learning and teaching for its own sake. He opined that the intellectual maturity of a student is partly a function of what the teacher expects of him, and that the pass-fail option would benefit the teacher-student relationship. Wright said he could see no major ill effects of such a program, and that it would be equally applicable to every department.

Professor of English Dwight Lindley took a completely opposing position. He called the pass-fail option "a gimmick with an attractive sound," and said he could not see any real advantages to the proposal. The option is too much like auditing a course, he noted, and said he thought that 90% of the students who audit courses get very little out of them. The new rule that allows mid-semester dropping of a course is enough of a safeguard against taking boring or too difficult courses, he stated.

Most professors held views between these two extremes. Michael Simon of the philosophy department said that the pass-fail option would be good for seminar courses and other advanced work, but that the tendency of students to "coast" would be a big problem. He pointed out that students are aware of how reluctant a teacher is to flunk an upperclassman.

Ellis Favors Option

Biology professor John Ellis said he had a few reservations about the pass-fail option, noting that several restrictions would have to be placed on science majors electing the option. For example, a pre-medical student would not be allowed to take any pre-med courses with the pass-fail marking, because the medical schools would not accept this grading. But on the whole, Ellis approved of the idea.

Thomas Colby, associate professor of German, also foresaw many administrative problems to be resolved if the system were instituted, but said he thought the basic idea to be a good one.

'a gimmick with an attractive sound'

Student opinion on the pass-fail option was varied, but over three-quarters of those interviewed thought it should be adopted in some form by Hamilton in the near future. Most said that it would induce them to take courses that they would not otherwise consider. Very few thought that the academic reputation of the school or of the students would suffer at all. Some were of the opinion that they needed marks either to assess their progress or to keep themselves studying, but few disliked the pass-fail option in principle. Over half the students interviewed were able to name a specific course that they would take with the option but not without it.

No Cure - All

The pass-fail system is no cure-all, but it would apparently help alleviate some of the academic neuroses that Hamilton suffers from. Prof. Ellis quoted a speaker at a conference he attended who summed up the college grading situation: "The students want all A's, the administrators want fewer F's, and the teachers want to be left alone. Grading is inevitable; it is, at best, inaccurate and unreliable." Pass-fail might prove to be a minor cure.

'Five minutes till Spring Vacation . . . If only I could have cut.'

Do Cuts Actually Affect Academic Progress?

by JOE WILLNER

To cut or not to cut is a dilemma which at one time or another confronts every Hamilton Student: whether it is better to suffer the consequences of penalties imposed for failure to attend classes, or to pull the covers over your head or spend another day with your girl at Skids or in the City.

Whether this dilemma is really a necessary one to present to the student is a question which has been raised at many colleges, for no documentation exists which unambiguously supports Hamilton's implied contention that academic achievement has any relation to regular class attendance.

The Williams *Record* reported that after Williams' first complete semester on an unlimited cut system "there has been no increase at all in the number of class flunk-outs or academic probations."

A poll of the faculty taken by the *Record* revealed that there was no noticeable decline in class attendance due to the more informal system.

Freedom at Haverford

Haverford College has had an unlimited cut system since the 1940's and has long been acclaimed for academic excellence. Similarly, the reputation of Bryn Mawr College, which recently did away with the attendance requirement for classes immediately before and after vacation, has not suffered from an unlimited cut system. Lehigh University, which originally had an unlimited cut system only for honor students, this year, without adverse effects, expanded the system to cover all upperclassmen.

The position of Hamilton on class attendance is explicitly stated in the Faculty Regulations section of the Student Handbook:

"Responsibility for attendance in class and for satisfactory academic progress rests initially with the individual student and his instructors. If at any time, however, absence from class whether excused or not, is affecting the academic progress of a student, his instructor may ask the Dean to warn the student.

" . . . the Dean shall inform a student in a course numbered below 31-32 that he is on cut probation in the course and that at the second unexcused absence after warning he will be dropped from the course with a grade of FF."

DePuy Responds

Asked about the role the administration should have in regulating student class attendance, Associate Dean Hadley DePuy remarked: "The college has every right . . . to help a student to see his responsibilities and to get him to do his work."

He further expressed his opinion that the initiative for deciding upon the required attendance in any course should rest with the instructor of that course, with the exception that freshmen, who are frequently less motivated to academic achievement, should "be conditioned to meet the freedom" of unrequired class attendance.

The majority of students questioned said they probably would not attend fewer classes if an unlimited cut system were instituted. For that reason alone perhaps, no one has seemed to care too much whether the present regulations on cutting remain in effect. However, as one student remarked, "if the regulations are a mere formality, why could they not easily be done without?"

The College could indeed choose this most painless means of demonstrating confidence in its student body.

'The Grades Will Follow Naturally'

Exam System Generally Accepted By Students and Faculty

by JIM STEAR

Most Hamiltonians apparently feel that the unexamined life isn't worth living – at least the unexamined life of an undergraduate.

In a poll conducted here last week, students and faculty indicated strong support for the College's system of examinations and grades. There were a few dissenting voices, and a number of persons offered suggestions for modifying the system, but few people were ready to trade it outright for a simple pass-fail, individual evaluation system such as that used at Sarah Lawrence.

The most frequently cited reason for support of the exam system was that graduate schools require definite grades as indices of student ability. A number of students also invoked the "know thyself" rationale, holding that exams provide a means by which they can measure their own achievement.

Comprehensive examinations also received a solid vote of confidence from both faculty and students. Although a few persons questioned the effectiveness of certain comps, nearly everyone endorsed the concept behind the exams. Most reasoned that comps force students to integrate ideas learned in different courses.

Objective Tests Questioned

Students and faculty were generally less enthusiastic, however, about the value of objective tests. Some said they believed objective tests to be "of little value" in determining a student's real understanding of material. Others said that objective tests could have value, depending on the subject matter and the amount of care taken in preparing them. A third faction held that objective tests were superior to subjective essay-type exams because they "eliminate the likelihood of subjective grading."

According to Marcel Moraud, chairman of the Department of Romance Languages, objective questions should be limited to an absolute minimum. He said he finds that multiple choice questions in particular are "rather disastrous" because "from a pedagogical point of view, it is unsound to have students spend three-fourths of their time reading wrong answers."

Moraud said that he believed comps to be a good idea when they bring together all the material in that field but not when they are just "a catalog listing of titles and authors." He termed the pass-fail system "good but unsound." He said that it is an "ideal" system but unrealistic since graduate schools require grades.

Prof. of Biology Nicolas Gerold said he thought that comps "do a lot of good as far as seniors pulling information together," and notes that essay questions have "great value" on the comps and in basic courses where concepts are being tested. "In advanced courses," he says, "you assume that they've got all the principles down and only tests on facts. That's all histology is. All facts. No concepts."

Real Value

Prof. George Nesbitt, chairman of the English Department, also believes that objective tests have real value. He maintains that "if people know ahead of time that they're going to have an objective test, they'll prepare more explicitly, and their answers will be less foggy."

He points out, however, that grades are currently withheld in all composition courses taught at the College. This, he says, stems from "the realization that if you put the grade down, the student isn't going to read your comment. He'd be working only for the grade."

Nesbitt believes that the pass-fail system might have value, but that it isn't used "because you've got to rate people for graduate schools. Everyone would have to switch at once."

Dean Winton Tolles, however, would probably rather fight than switch. The Dean says he "would not accept a pass-fail system," but that he might be willing to go back to letter grades to avoid "splitting hairs" when grading.

The Dean, however, does not agree with those who argue that interest in grades interferes with learning. According to Tolles, any student truly interested in learning can do so "and the grades will follow naturally." He stressed that although he "deplores" excessive concern with marks, it is "to our advantage" to have some system for measuring achievement.

'An examination goes right to the heart of a college.'

The Dean said he believes that "properly constructed" objective tests *can* provide an accurate measure of a student's knowledge, but that there "obviously" are things not brought out on an objective test that are brought out on an essay test.

According to Tolles, the concept of the comprehensive examination is "just excellent." He said that he believes the exams work well here, though "perhaps better in some areas than others."

Student support for comprehensive examinations centered around the same points stressed by the faculty: "integrating and synthesizing" material from four years' courses and "tying things in together."

Conceptual Matters

Several students stressed that comps should treat conceptual matters rather than specific facts. Said one: "If somebody could invent a comprehensive so general as to show ability to *reason* in your field, it would be a good idea. Comps that show only memorization are against the stated purpose of the exams."

On the question of objective tests, however, students held widely differing opinions. One student, in justifying objective exams, said that, "You have to be expected to learn a certain amount of factual material which can be regurgitated back in objective form."

Two others parroted each other closely, holding that "Objective answers can be guessed and subjective answers can't. After a certain point, an objective question becomes simple elimination." According to another student, objective exams too often test only a small fraction of the material covered and do not show an understanding of it: "I don't think 100% objective exams in anything but math are meaningful."

Bull Artists

One student doubted whether exams could ever be a really effective measure of student achievement since "some students test well and others don't." Another student vigorously defended "tests which contain some well constructed objective questions" as a defense against "bull artists." "Some departments, especially in the social sciences," he said, "are famous for their essay tests where you just go in with a shovel and start heaving it. Bull-shooting is a well-developed art on the college campus, and a partially objective test is one of the few effective bulwarks against it."

The same student advocated a return to letter grades and adoption of one pass-fail course per semester as a means of de-emphasizing grades. He said he believed the theory behind comps to be an "excellent" one but knew of "few students who make systematic reviews of all courses in their major. Most just rely on their four-year accumulation of knowledge in that field – an academic residue."

Another Hurdle

Prof. John S. Gambs, chairman of the Economics Department, says that he, as an individual, does not particularly like comprehensive exams. He says he feels that they may be simply "putting another hurdel in the way of graduation. I am not sure that it makes the student go back over the courses."

Gambs is a staunch supporter of the objective test. He feels that there is no objective grading system for essay tests, and to prove his point, he cites experiments in which the same essays were graded by different people – or by the same person at a one month interval – with widely varying results.

"With an essay question, you get to ual," he said, "but as far as the testing ual," he said, but as far as the testing of subject matter, the objective question is far superior."

Several Conclusions

The opinions proferred in this informal poll allow several generalizations to be made: 1) There is wide acceptance here of the College's system of testing. Though some people would like to see the adoption of a plan offering one pass-fail course per semester, few would switch entirely to that system. 2) Students and faculty are generally enthusiastic about the College's system of comprehensive examinations. Even those who object to some phase of their administration endorse the concept of such exams. 3) A test that is part objective and part essay is the most likely to meet with general approval. Those who attack objective tests do so because they consider them guessing games which don't test true understanding. Those who defend them say that not only do they test for understanding, but they are also fairer than essay tests, where subjective grading is likely.

A Truism

At any rate, Prof. Gambs no doubt uttered a truism when, at the end of his interview, he observed philosophically, "An examination goes right to the heart of a college, you know. When you begin to look at how you are examining, you must consider what you are educating for."

'No Grades' at Three Colleges

Sarah Lawrence, Bennington, and Reed – of America's colleges and universities, these three currently use the most "experimental" grading practices.

At Sarah Lawrence and Bennington, no grades whatsoever are given to students. Bennington Dean William Scott claims that both schools have thus achieved a complete de-emphasis of grade consciousness on the part of both students and faculty.

Instead of receiving grades, students at these schools are carefully and individually evaluated by their instructors. Evaluations are made using a standard form, on which such qualities as "achievement," "capacity," and "difficulties" are emphasized. One drawback to this system is that faculty members often devote as much as 40 percent of their time to these evaluations.

Both institutions, however, compile grade records of all students for transcript purposes, but these are not shown to the girls. Dean Marjorie Downing of Sarah Lawrence admits that students who plan to go on to graduate work often feel anxiety over their positions relative to students from other institutions.

At Reed, while professors record grades for their students, these grades are not revealed to the students until after they leave the college. Unless a student is not doing "satisfactory" work, he does not receive a grade in four years.

A second feature of Reed's grading system is that marks are generally "defined" in terms of percentages of all of an instructor's passable students over a period of years. In addition, Reed does not require any specific number of credit hours in determining junior and senior standings.

Student Evaluations Appraised

Could Be 'A Valuable Tool'

by JIM MORGAN

Student evaluation of courses and teachers is becoming an increasingly popular subject on campuses across the country.

Faculty committees at Cornell, Amherst and Wesleyan have requested students to appraise their teachers' effectiveness. At CCNY and Yale the administrations have asked for similar evaluations. The Colgate student senate recently voted to sanction and finance five students planning to publish an evaluation of fall semester courses.

At Union, Dean of the Faculty Theodore Lockwood said recently that he would welcome a proposed course poll if it is properly handled." Lockwood indicated that he intends to use the results as supplementary evidence in tenure and promotion considerations.

Critical Supplements

Many large schools, including Harvard, Berkeley, Michigan, and Columbia, already publish critical supplements to the catalogue, while several smaller schools, such as Vassar, Williams, Brown, Reed and Mount Holyoke, are planning to publish similar appraisals.

'how and by whom?'

The current interest in evaluation began at larger universities where the bewildering number of courses and instructors made the choice of a good schedule difficult, especially for freshmen. At other colleges, controversies over tenure and promotion decisions and "untrustworthy" course descriptions have encouraged students to offer their opinions on teacher quality in the classroom.

Critiques Requested

At Hamilton, several professors have requested critiques of their courses by students at the end of the year, but no formal attempt has been made to evaluate courses or teachers on the students' own initiative. Freshmen are provided with a mimeographed description of courses somewhat more detailed than that found in the catalogue, but which, however, does not attempt to evaluate course content.

Professor Edgar Graves, chairman of the history department, recalls that an attempt was made by the College's President during the 'thirties' to obtain student evaluations. The President required all seniors to spend an evening answering a long and detailed questionnaire. Questions such as "What are the five worse courses on the Hill?" and "Who are your five favorite teachers?" were among those on the test. Graves said he welcomed an evaluation, but commented that a major difficulty might be the determination of how and by whom the assessments would be made.

Professor George Nesbitt, head of the English department, expressed doubts about the need for an evaluation at a school as small as Hamilton. He suggested that the time and energy of the students might be better spent on other publications.

Professor Russell Blackwood, chairman of the philosophy department, said that most evaluations he had seen were poorly done, and that a wide difference of opinion on most courses and teachers seemed to be prevalent among students. As a result, objective judgments were difficult to obtain.

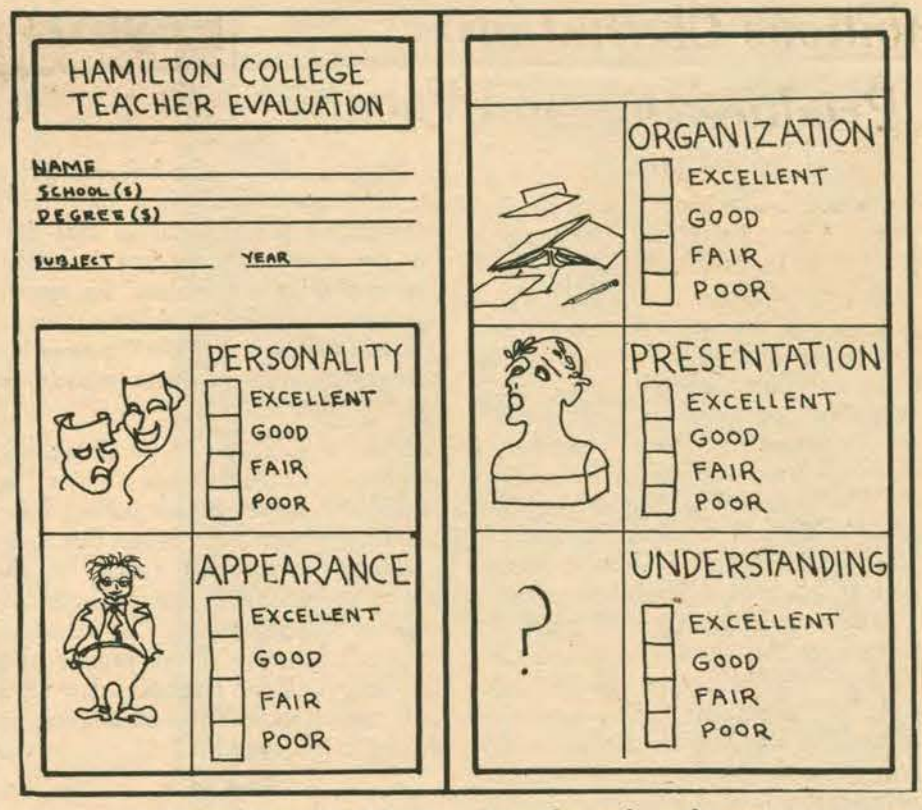
Possible Harm

All three agreed that publication of results could do a great deal of harm if the evaluations were conducted carelessly.

Many evaluations are done by small groups within a college on the assumption that most students are not interested in, or equally competent at, evaluating their courses. These studies are frequently done by the student newspaper. Others are done by honorary societies, student senates, student committees, fraternities, or groups of graduate students. Some attempts have degenerated into useless anthologies of sarcastic abuse, but many have proven useful and informative.

Evaluation Here?

Should an evaluation be attempted at Hamilton? Are we really too small, too incompetent or too busy to do a good Job? Or can we assume that communication between professors and students is consistently as good as it should be? Even though the task may be difficult, and the need doesn't seem especially pressing to many, some kind of careful evaluation might produce desirable results.



The work could be divided into several steps. The present description of courses sent to freshmen might be enlarged and revised by students, with faculty advice, to provide a more realistic and reliable source of information. Compilation of data might be done by the *Spectator*, an honorary society, or a special committee of interested students.

Second Step

A second step might be a critical evaluation of courses and professors using any or all of the available procedures. Results could begiven directly to the instructors teaching each course evaluated, and to the Dean, but would not necessarily be published. The value of this work would increase greatly if the evaluations were to be repeated each year, for in this way recurring strengths and weaknesses in any area would become noticeable.

The usefulness of these efforts would obviously depend on the seriousness and care of the evaluators. It is possible that the work would be wasted, or that the results would be wrongly interpreted and misused.

Valuable Tool

But it is equally possible that a good evaluation be a valuable tool for improving the effectiveness of instruction at Hamilton. Surely the increased awareness, understanding and communication that might result for both the professors and students involved in the project are feasible and desirable goals.

We cannot ignore the possibility of student evaluations – they are rapidly becoming established facts at institutions all around us. The possibility of generating constructive change at Hamilton is exciting.

'A Very Conservative Animal'

by ROD BALDWIN

"I wish we had more of a spirit of adventure here," commented Professor Landon Rockwell, Chairman of the Faculty Studies Committee, concerning possible changes in the academic program here at Hamilton. "However, the *genus faculty* is a very conservative animal."

In an interview with the *Spectator* Prof. Rockwell commented on successful innovations which other colleges have tried. The Faculty Committee on Studies has this year been concerned with the academic problems of the freshmen, which often tend to deal with all students. What to do with the gifted student has been one side of the problem. The other side deals with reducing the work load for the more average student.

Four Courses?

A system of taking four courses a semester appears to Rockwell to be an attractive alternative to the present system. Although such a proposal has not been a careful consideration here as yet, it has been successfully implemented at Harvard, the University of Rochester, and Vassar. Courses could be made "25% fatter" according to Rockwell, with some year courses condensed to one semester.

Independent study programs have recently been instituted at many other schools. Rockwell felt that our independent study program should be encouraged.

Commenting on changes in general, Rockwell pointed out the principle of faculty sovereignty, whereby the whole faculty must decide on any changes in the status quo. Although he expressed a great deal of enthusiasm for a four course system, and a pass-fail program as well, he pointed out that, "I'm no Pied Piper."

No Current Debate

Often in talks with colleagues, Rockwell is asked to prove that some new idea is better than a present practice. Obviously, he pointed out, these ideas are debatable and can never be proven conclusively, regardless of how many good schools have successfully adopted them. When asked what will ever bring these issues to a full study, he stated that the opening of Kirkland College might loosen things up. He pointed out that there is no current debate on these topics.

Year-Round Study?

Three years ago the Board of Trustees asked the faculty to determine a program for year-round study which could best be adapted to Hamilton. The Faculty Committee on Studies determined that the trimester as used at Harpur College would be the most efficient.

Under this system, there are three full length semesters in the calendar year, one of them being in the summer. The student would choose two of the terms to attend. Four or five courses could be taught per term. Although this system can educate the greater number of people in a year, such problems as the need for more faculty and getting students to attend school during the summer arise.

Students often wonder why the Dartmouth system of three terms of 10 weeks each, in the conventional academic year, could not be adapted at Hamilton. This system allows desired concentration, as students take only three courses a term.

Plan Dismissed

Hamilton sent a committee to Dartmouth to study this system, and discovered that such a system requires many more teachers, due to the increased working load of more classes and examinations. It was also felt that a ten week term is too short for such subjects as English and the languages to saturate into students. Thus this plan was dismissed.

"It's nice to be out front with new innovations, but Hamilton with its smaller size and lack of the commuter student must often be a follower to schools like Williams and Amherst," Rockwell concluded. He also cited costs involved

ARTS and ENTERTAINMENT

Ambitious Charlatans To Produce 'Faustus'

"This play promises to be something which this school, to my knowledge, has never seen the likes of before," commented Skip Patterson, head of the Charlatans, last Tuesday night. The play is *Dr. Faustus*, the most enthusiastic undertaking which the Hill players have ventured this theatre season.

Using the longer of two versions of the play, co-directors Patterson and Jim Hildebrand have cast 27 actors and actresses to play the fifty different characters in the script. This will be the largest number of performers ever used in a Hill production. Peter Kingsley will play the leading role of Faustus, who alone speaks almost half of the several thousand lines of dialogue. Faustus' underworld guide, and possibly alter-ego, is Mephistophilis, who will be portraped on stage by Gregg Kreutz. Both actors have held title roles in previous Charlatan productions this year. In all, Patterson termed the twenty-seven "an excellent cast."

Patterson, explaining why he chose *Faustus* for production, said that it is"a very flexible play, and has got something which almost every type of audience will like. It is a very tricky show, very clever, and," he added, "very hard to put on." Giving some of his ideas for directing it, he said he will use many new techniques and stage gimmicks in an effort to utilize the best parts of Minor Theater to emphasize the best parts of Minor Theater, and also to emphasize the supernatural atmosphere of the drama. He mentioned such special effects as smoke and fireworks as possibilities. The costumes will be of the period (circa 1500) and most will be hand-made by Mrs. Cynthia Ellis and Mrs. Gail Anglata.

The drama of Faustus, written by Christopher Marlow in 1590, is the story of a middle-aged intellectual. Learned in everything, Faustus, early in the play, finds himself at a level of erudition where no worldly knowledge will satisfy him. His hobby being astrology and black magic, he then conjures up Mephistophilis, a supernatural power whom he asks to teach him the cosmic truths which he yearns to know. To gain Mephistophilis for his guide, however, Faustus must sell his soul to the devil. This done, Mephistophilis leads the doctor through various adventures, during which Faustus begins to have fearful doubts about what he is doing. Finally, his time of learning is over, and he is taken to Lucifer to fulfill his part of the bargain, the forfeit of his soul.

The basic conflict of the play comes from within Faustus himself. While Lucifer continually tries to seduce him into hell's depths, Faustus retains the knowledge that he can still be saved, even util the end of the drama. On his choice rests the climax of the play.

Recalling early postbills for *Faustus* which hailed it "A Spectacular Production," director Patterson said he plans to make his production fit the bill.

Now undergoing nightly rehearsals, *Dr. Faustus* is scheduled to open on April 20 at 8:30 in the Minor Theatre. It will run through the 23rd, Saturday of Parent's Weekend, when a matinee will also be performed.

"Satchmo" To Perform in Utica

Three weeks from now, on Wednesday, April 13, Louis Armstrong and his All Stars will give a concert at the Utica Memorial Auditorium.

"Satchmo" will present two hours of lively jazz in his own mellow, classical tradition. The concert is sponsored by the Junior League of Utica and proceeds from it will go to the League's Community Trust Fund. With the fund the League sponsors Utica Young People's Concerts and the Junior Museum of Oneida County.

Tickets, ranging from $2.00 to $3.50, are on sale now, and may be obtained at the Auditorium box office or by mail.

Choir Performances: "One of The Finest"

Last Saturday's combined musical efforts of Wellesley College, Hamilton College, and Paul Kuentz produced one of the finest student concerts presented here in three years.

Intelligent program planning, including works from four centuries, and a satisfying variety of performing groups left the audience little time for "listener's fatigue." In fact the two hours and ten minutes of music passed very rapidly.

The Paris Chamber Orchestra, Wellesley College Choir and Hamilton College Choir in joint concert last Saturday night.

The 80-member Wellesley College Choir opened the concert with four spirited yet well-controlled works from the 16th and 19th centuries.

The Hamilton Brass Choir followed Wellesley for an excellent performance of four works from the 16th and 17th centuries. It introduced itself with the jubilantly brilliant *Vive le Roy*, by Josquin des Pres, and then proceeded to the somber *Vor deinem Thron* by Bach. Despite moments of off-key playing and slurred runs the French horns in this piece were the best they have been all year. The acoustics of the gymnasium are better adapted to the brilliance and required reverberation of a brass choir than those of the chapel, where the last concert was held. Much of the credit, however, for the brass choir's vibrancy is due to its director, Mr. Stephen Bonta, who, with violent, almost mechanical movements obtained the desired spirit.

The Hamilton Choir, next on the program, directed by Mr. Cassels-Brown, gave a rather mediocre performanace. In the opening two works, by Hans Leo Hassler and Tomas Luis de Victoria (16th Century), the choir showed a lack of complete dynamic control; there were few climaxes or decrescendi, and many attempts at musical expression appeared half-hearted, perhaps due to the directing which, at times, seemed somewhat subdued.

With the backing of the Brass Choir in Gabrieli's *Surrexit Christus* the Hamilton Choir compensated for some of the lost energy in the first three works. However, this energy was not without a price; For, much verbal clarity was swallowed up by the *Surrexit* sea of "ss's." The second basses did not provide the rumbling broad tone on which to build a choral production, and the tenors never seemed to sing at full volume; one never really detected the sounds of a near-strained group of voices necessary to fill the gymnasium. There was an improvement, however, in Bach's *Lobe den Herren*, sung after intermission.

The combined choirs of Wellesley and Hamilton, despite the handicap of three unimpressive soloists, did an adequate performance of *Lobe den Herren*. Most entrances were sung with facility, excepting, however, those of the soloists. Baritone Collins and soprano Vogel sang with obvious reservations in tone and volume, and on more than one occasion the soprano exhibited an apparent disregard for pitch.

The high point of the evening was Charpentier's *Te Deum Laudamus* with the combined choirs and the Paris Chamber Orchestra. Paul Kuentz's intensly spirited directing produced an exciting and majestic performance, with the Hamilton Choir making sensitive responses in dynamics. The excellence of trumpetist Adolph Scherbaum and first violinist Monica Frasca-Colombier was reaffirmed as Kuentz's Paris Chamber Orchestra provided sparkling accompaniment for the choirs.

Despite specific musical shortcomings in last Saturday's concert, the performance as a whole was a success. The combined musical endeavors of fine directors and talented musicians produced a well-balanced program.

Skidmore To Host Summer Theater

An unusual opportunity for male and female undergraduates to be part of a unique theatre venture is being offered by Skidmore College. The College has announced its continuing sponsorship of *The Comedy Arts Theatre*, which will open its second summer season July 6th in Saratoga Springs.

Unlike most summer theatres, the company has been organized for a specific artistic purpose. As expressed by its founders, the long range aim of The COMEDY ARTS THEATRE is "to build a repertory company specializing in the performance of the many different styles of comedy." A few of the highly-successful first season's plays are: *The Importance of Being Earnest, The Madwoman of Chaillot, Only When I Laugh* (by Jules Feiffer), and *She Stoops to Conquer*. A lavish new ballet and concert theatre will open at the Saratoga Spa

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A scene from Marcel Carne's "The Children of Paradise"

"Children of Paradise" Shown Here

The Department of Romance Languages showed Marcel Carne's *The Children of Paradise (Les Enfants du Paradis)* last Wednesday night in the Chemistry auditorium. Starring Jean-Louis Barrault, Pierre Brasseur and Maria Casares, this is possibly one of the most famous French classics, and has been called "a sweeping portrait of early nineteenth century Paris."

Written by the poet Jacques Prevert during the German occupation of Paris in World War II, it was not released until 1945. Now available to movie-goers the world over, Carne's creation stand out as the product of an era that had almost but not quite succumbed to the lethargic bitterness of war.

Events of Interest

Olympic Theater: *Our Man Flint;* 7:45 and 9:30 p.m.

Rialto Theater: *The Ugly Dachshund* and *Winny the Pooh;* continuous showings.

Stanley Theater: *Ten Little Indians* and *Twenty-Four Hours to Kill.*

Uptown Theater: *The Sound of Music* with Julie Andrews and Christopher Plummer.

Kinokunst: *Les Liasons Dangereuses.*

Chapel Board Film: *The Marriage of Figaro,* Monday at 8:00 in Chemistry Auditorium. Free.

Lecture: Bruce Barbour will give a lecture entitled "Opera, Sport of Kings" at the Kirkland Art Center on Sunday at 7:30 p.m.

Undergraduates Publish 'Let's Go'; Student - Oriented Guide to Europe

Ten Harvard and Radcliffe undergraduates recently published *Let's Go, the Student Guide to Europe*, a 260-page paperback which they have on sale all over the world.

The students traveled through Europe last summer, revising and expanding the smaller edition they had compiled the year before. Their book lists 1200 hotels, restaurants and night spots, plus sights, introductory material, maps, features on hitchhiking, camping, and even wine tasting.

The guide ranges over twenty countries (55 cities) from Dublin to Tel Aviv. Its listings range from dirt cheap to moderately expensive, and the information is given with an eye toward student travel.

The business staff of *Let's Go* have sent window decals to all their recommended restaurants, sixty of whom have agreed to give 10% reductions to student-owners of the book. The guide was discussed on the Today Show

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Senate Plans Referendum on Social Rules

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forcement of the rules.

In the past the Judiciary Board has used the phrase "ungentlemanly conduct" from the preamble to the present Social Rules in many of its decisions on cases not specifically covered by the regulations.

Jim Meade, a member of the Senate Social Rules Committee, said, "The preamble will be used as an enforceable rule in cases that should be punishable but are not covered by any specific rule. You cannot enumerate all the instances of possible misbehavior, such as throwing bottlels at someone. The Senate voted in favor of it as a catch-all; the catch-all will probably be the phrase 'mutual consideration and mutual respect'."

Dean DePuy expressed just the opposite view though he said he would let the Senate and the Judiciary Board make the final decision. He hoped "the preamble will be nothing more than a preamble and will not be used as the basis for any future Judiciary Board decisions."

Before the Senate's final vote, Albro was particularly emphatic as to the importance of a strong student showing in favor of the referendum. All senators will be given copies of the proposed regulations of which they should inform those students they represent. Albro said, "A very strong mandate from the student body in the voting next Tuesday is necessary if the faculty is to give its approval."

The Faculty Committee on Student Affairs will reach its decision sometime after next week's vote. If it approves the new regulations the issue will go before a general faculty meeting that must also vote upon them. At any time, even before it has reached a decision, the Faculty Committee may throw the question open before the whole faculty.

Conrad Francis, freshman class president, expressed the fear of freshmen voting against the referendum because Dunham Dormitory has not been given as liberal hours as the upperclass dorms. Freshmen will only be allowed to have girls in their rooms until 7 p.m., Sunday through Friday and 2 a.m., Sunday morning, whereas women are permitted in upperclass dormitories as late as 12 p.m. Sunday through Friday and until 2 a.m. Sunday mornings.

Francis mentioned that he had heard of a petition being circulated among the freshmen in opposition to this disparity within the proposed rules. Albro, Kim Sargent, and Ray Newkirk defended the decision on the grounds that the physical structure of the building and the frequency of freshmen Saturday morning classes made a change in the rule impractical and unwise.

Lang Elected Senate President For Next Year

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The president-elect noted that next year the Senate will review the performance of committees and make changes if necessary.

He concluded that next year he expects to see the Senate exercise its full responsibility.

Lang is currently a Dunham advisor and a member of TKE. During his freshman year he founded the Alexander Hamilton Press. He is also assistant editor of the *Spectator*, a member of the Senate Rushing Committee, and an honor student. He lives in Merrick, New York.

College To Sponsor Summer Camp Program

(Continued from page 1)

their awareness of the life of their community through lectures, and discussions with prominent Uticans and the program staff, through field trips and projects of their own design, the students would explore such subjects as: City Government, The Business of Business, Does Art Mean Anything?, News and Newspapers, Time, Space and Matter, Where Do We Come From? Can Democracy Survive?, What Is an Education?

Nelson P. Guild

The daily program will also include opportunities for the students to sound out their intellectual and creative abilities and interests. With the assistance of their counselors and by using the full resources of the College, the students would be able to study and experiment in the sciences; read, write, and discuss prose and poetry; produce plays; paint and sculpture; and analyze social problems and current affairs. The program would be rounded out with sports and other activities, all designed to stimulate the students and help them secure a greater measure of self-confidence and self-respect. Important among these activities would be a camp council, to which each unit of four students would send a representative to help the director evaluate and plan the program.

The summer program is not designed to offer the students relief and escape from their neighborhoods; rather, it will emphasize that they have a stake in shaping and directing the affairs of the community. It is hoped that, as a result of their contributing efforts in the years ahead, the students and their parents would make their community more sensitive to its needs and more resolute in satisfying them. So that they might better sustain their summer experience and recognize the disparities and similarities between their new discoveries and their neighborhoods, the students will spend weekends at hime. Counselors will visiit them and their parents to help the students appropriate and apply their new knowledge and experience. Constructive confrontations with the realities about them, the discovery of their interests and abilities, and the guidance of their parents and counselors hopefully will give the students not merely a pleasant summer experience but a preparation for future involvement in the betterment of their community.

If the program receives financial support from the Office of Economic Opportunity, it will begin July 5. The first week is to be a period of training for the staff. The students are scheduled to arrive on July 11, and the program would end on August 19. Then would follow a week of evaluation by the staff and an Advisory Committee comprising representatives of: Utica Community Action Commission; parents of the students; Utica City School District; Utica Tutorial Project; and Hamilton College. In the fall, the students would be placed in the Utica Tutorial Project for a year-long follow-up program of tutoring and counseling, and of activities in their neighborhoods and visits back to Hamilton for lectures, concerts, and special events.

Michael A. Simon

The program was conceived a year ago by the Hamilton Friends of SNCC, then turned over to a Steering Committee, comprising Stanley Fisch (chairman), Alfred Sigman, Ralph Klein, Forrest Pritchett, Hetherwick Ntaba, Nelson Woodfork, Philip Sayre, Michael Zedek, Gregory Orr, Randolph Splitter, Carl Waldman, John Pond, Mr. Nelson Guild, and Mr. Michael Simon. Working closely with Dean DePuy and Vice Presidents Couper and Wallace, the Steering Committee is now assisting the College in hiring a director and a staff of 13 counselors, men and women college students, with nearly all the men to be chosen from the Hamilton student body. Students who wish to be considered for counseling posts should contact Forrest Pritchett, Box 404 Campus Mail.

Soon, with the cooperation of the Utica City School District, the Steering Committee will screen prospective students, as well as make the preparations necessary for the success of this and subsequent programs.

Cornell President To Give Address

(Continued from page 1)

versity, increasingly pressured by society, should discard the idea of self-sufficiency as a "nostalgic dream." Most recently, he has come into prominence as the author of the well-received book, *The University in Transition*, in which he discusses what he considers the three functions of the modern university: education, research, and public service.

According to an account in Arthur Schlesinger's *A Thousand Days*, John F. Kennedy was heard to exclaim on assuming office: "How am I going to fill these 1,200 jobs? . . . All I hear is the name Jim Perkins. Who in hell is Perkins?"

The Jaundiced I

—by JOHN GORDON

Now these are words that no Hamilton man can do without: Great; sort of; blatant; really; irregardless; you know; revel; o.t.r.; o.t.l.; all *right*; yes!; toad; hypocritical; jargon; bad news; brownie point; gross out; hot for; blow lunch; out of it; hey! what *is* this?; taste it; isolated; turkey; throw a show; nurd; sod; awful; asinine; flame; this is true; *a-mazing*!; I don't *believe*; dump; faced; animal; tap; grind; passed; The House; total; ace; flap; blazing; farmer; psyche-out; gape; honk; roll; grub; pig. Not to mention twelve, count them, twelve sub-lexicons from each of the fraternities, not to mention local usage of nation-wide terminology, not mention all the words I forgot.

Now these are some of the reasons why so few Hamilton men (or, to be fair, college students in general) ever have anything worthwhile to say —

"Ha. Speak for yourself, Jaundiced."

Beg pardon. There's scarcely a person up here who doesn't have something unique to teach you, some special virtuosity or insight having nothing to do with the honor roll or getting into grad school. In his particular field, academic or otherwise, the Hamilton student is diligent and articulate, working with a no-nonsense unflamboyant expertise which distinguishes more than any other quality those alumni that the college is most proud of.

But, well I mean, what happens when they all get together and, you know, have a bull session, sort of. I mean it's all so super*fi*cial, these *a*sinine things that we say over and over. I don't believe it. Flapping and blazing and dumping, whether they're jocks, grinds, or artsy-craftsy. It seems the only things they ever talk about are who's rolling or how many times somebody passed or where all the turkeys are. They're all so out to lunch, it a*maz*ing.

Now every generation, God knows, has its own peculiar limitations of outlook and expression. Post-adolescents (sorry about that word) are, ironically, as cliche-ridden as any group this side of the State Department. One of the reasons college students are spending so much time carrying placards around is the sadbuttrue fact that almost all college student thinking is just about placard-size. At Brandeis and Berkeley it's Vietnam and free love; here one can imagine, if such things ever came to pass, a crowd of demonstrators marching around Buttrick with signs reading "FLAP," "Throw Food," and "Indies/HOUSES BLAZE." The caliber of Hamilton College thinking is probably not appreciably low than that of any other college in the world, but the subject matter, ohmigod, the subject matter . . .

That's the great irony of the collective college mentality—that in our healthy wariness of the catchwords of the intelligentsia we have backed into the catchwords of churladom. Since all public college opinion, including, *mon lecteur*, this one, seems from past experience destined to proceed by the repitition and elaboration of platitudes, why not at least make them good ones?

In a very real sense (heh heh), that's usually all there is to the exchange of opinions anyway. Particularly here: the best examples of collegiate talent or ingenuity have almost invariably been masterful prodigies of superficiality — mimicry and pranks, humor issues and painted library doors. Hopeless, really, to seek to avoid cliches; the best way we can do is play with them and, occasionally, try to make them work.

The first trick for the college column/newspaper/politician/etc., is to select a more or less universally intelligible set of shibboleths.

Then, by heaven, hurl them.

Student platitudes, by no means less valid in this transient life than professorial, administrative, or parental platitudes, are invariably going to be more violent, more critical, and in their own way, more to the point. This is no more necessarily a sign of immaturity than the lacquer-tongued sweet nothings of our mentors is a sign of senility. The antipathy between the two is primal and will remain so long as men grow older. But the alienation is not. The Ham Col student's celebrated incomprehensibility is a direct outgrowth of his celebrated apathy — both indicate a lack of desire for communication. The Hamilton student body is variously qualified to speak about just about everything but things in general. And as long as that remains true, student opinion and student protest will remain largely a dead letter.

So take an administrator to lunch this week. Learn his language. Then, if you like, make him mad.

But whatever you do, don't gross him out.

Bristol Center Board Meets

The Bristol Campus Center Board met March 10 for the second time since the building opened to discuss the current problems facing the Bristol Center.

Ronald Loomis, director of the center, said one of the most important decisions made at the meeting concerned the availability of dormitory rooms for any given weekend. The old requirement called for at least six reservations before the rooms could be used; the new decision was to do away with the numerical stipulation.

The deadline for reserving a room will be midnight on Fridays. "Anyone who doesn't know whether his girl is coming up by midnight," said Loomis concerning the cut-off hour, "deserves to put her up in a motel."

Another problem dealing with the use of the dormitory was solved when the Center Board decided to allow Independents two weeks in advance of party weekends to reserve rooms for their dates.

Part of the money paid by the students as an overall fee before the Center opened will probably go into the purchase of a tea service.

Loomis said that the ruling was changed after Independents complained that "no one in his right mind makes a date that far in advance."

There will be a cost problem, Loomis pointed out, because the house mother must be paid regardless of the number of guests using the facilities. Loomis said that he hopes to at least "break even."

only in public areas such as the mail center, snack bar, and games room.

The matter of piping background music throughout the Center, the subject of a recent *Spectator* editorial, was also on the Board's agenda. From now on tapes and phonograph records will be heard The Board, with about $100.00 to spend, is in the process of gathering information about costs.

A new element was introduced into the problem when it was explained that each of the speakers scattered around the building is equipped to receive messages as well as send them. Loomis hastened to explain that the receiving system was discontinued three weeks ago when the matter was first brought to his attention.

The final question that the Board considered was the availability of dormitory rooms for Hamilton students who must leave their quarters at certain times during the school year, but who live too far away to do so. On this point the Board has adopted a wait-and-see policy because a recent experiment allowing freshmen to use the rooms during inter-session resulted in damage to the facilities.

Phi Beta Kappa Lecturer To Speak On American Higher Education

Walter H. C. Laves, a Phi Beta Kappa Visiting Scholar, will deliver an address entitled "American Higher Education and The United Nations Community" at 8 p.m., Wednesday, in the Science auditorium at Hamilton College.

Walter H. C. Laves

Now professor of government and chairman of the department at Indiana University, the speaker taught at Hamilton from 1927 to 1937.

Holder of a University of Chicago Ph.D. degree, Laves has had wide experience in federal service. He is a member and former chairman of the U.S. National Commission to UNESCO and was deputy director-general of that organization from 1947 to 1950.

A contributor of articles to numerous professional journals, Laves is co-author (with Charles A. Thomson) of *UNESCO: Purpose, Program, Prospects* and of *Cultural Relations and U.S. Foreign Policy.*

He has visited Southeast Asian countries nearly every year since 1953 in connection with Indiana University's technical assistance projects in Thailand and Indonesia. In 1964 he was awarded the Order of the Crown by the King of Thailand.

Selective Service Tests Scheduled

(Continued from page 1)

One million college students and high school seniors are expected to take the test, which is optional as a criterion for consideration by local draft boards in determining student deferments, according to a Selective Service spokesman.

Henry N. Flint Jr., director of student aid at Williams, said, "The test remains only a safety measure," but he advised students to take it. He said that no one at Williams failed a similar test given during the Korean War. Dean Labaree commented, "Everyone can make the qualifying score without half trying—even the bottom guy in his class."

On at least one college campus, controversy broke out over whether the college should report grades and class ranks to draft boards when requested by them. At Brandeis, professors and students discussed the possibility of not giving students any grades or giving them all A's to thwart the draft boards.

One professor said that if professors reported student grades, "we are perhaps as proximate as whoever in Nazi Germany 'objectively' determined the fraction of a man's ancestry that was 'Jewish'." He commented that in reporting grades, professors "in effect load the dice for and against the survival of their several students." He questioned, "Are they willing (and able) to function professionally in a situation wherein they hold life-and-death probability powers over their students?"

Both Dean John U. Monro of Harvard and Assistant Dean Donald M. Routh of Amherst said that they would not send a student's grades to his draft board if the student requested them not to. Routh, however, advised students to comply with their draft board's request to avoid suspicion.

Miller's Tale — 'Using Right Word in Right Place'

by BILL BRAMAN

"I'm in favor of using the right word in the right place," commented Dean Colin F. Miller in his Chapel sermon, entitled "Two Cheers for Four-Letter Words," last Sunday in the Chapel. But he said that he objected to the misuse of such words and "real good swearing is blasphemous use of the name of God."

Speaking to over 60 students, Miller began the sermon by referring back to the Scripture lessons for this past Sunday, the third in Lent, and told of the tradition of threeness in Christian literature. Miller then introduced his essay, diverting from the system of three, he said, to make two cheers.

The major activity of man is speaking, and "Any man who knew the true power of speech would be constricted with anxiety," Miller did not feel, however, that Hamilton students did know the true power of speech, and of swearing in particular, and said, "Real good swearing is blasphemous use of the name of God." Hamilton's swearing, he said, is based on misuse of the scientific terms used to describe the "urino-genital and gastro-intestinal tract." He stressed that he was not denying the value of four-letter words, citing the *Bible,* Chaucer, and Shakespeare as examples. His objection was misuse.

His second cheer was for the use of four-letter words in describing Hell, and, by analogy, our society. According to Miller, "If God lives at all in our world, it is as a pale ghost. In this sense, God is dead." If God is dead, he went on, then all things are permissible. This is what modern artists, without realizing it, are trying to say, said Miller. "They are reporting a world without God, and that world is Hell; a world of doing exactly as we want." And you cannot describe Hell without using four-letter words.

Continuing the theme of the sinful power possible in speech, Dean Miller said that the greatest sin in speech is telling a lie you are not ashamed of. The lies that are recognized as such are sinful, but the real perversion of speech is the lie that comes from belief.

The voices of dissent on the Hill, Miller said, are as guilty in this respect as any. He accused most college protesters of protesting for what they think most young men want, without examining their own motives. The man who uses speech to further his own ends, excusing himself by saying he is being pragmatic and realistic, is, according to Miller, the man who is perverting the power of speech. "Man's only noble choice is what group to faith or die with." Once he has determined to win at all costs, he is lost.

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Sanford Approved at Next 'Spectator' Editor

Bruce Sanford '67 was elected Editor-in-Chief of the Spectator at a meeting of the Publication Board this afternoon. Sanford will take over next month from Guild Nichols '66, Editor-in-Chief.

Dan Siegel '67 has been appointed Executive Editor and Jim Willse '67, Managing Editor.

The new editorial staff will assume full responsibility for the newspaper with the April 8 issue.

Sanford, an Independent, has served as News Editor for the publication this year. A government major, he has been an honor student this year. He lives in Massana, N. Y.

Siegel is a religion major, an Independent, and has worked as sports editor for the Spectator this year. He is currently Editor-in-Chief of the Hamiltonian, and lives in Bayville, N.Y.

Willse, an English major, has been an Associate Editor this year and is an Independent. He lives in New York City.

Willse worked last summer as a Wall Street Journal intern, working on the San Francisco Wall Street Journal office. Both Sanford and Siegel have received internships, and will be working for newspapers this summer.

Letter to the Editor Cont.'

(Continued from Page 4)

of the role of the Social Chairman was responsible for the results of the first question of the poll, but that it was responsible for the third question's results. I then went on to spend at least twenty minutes with your reporter on why I thought the present manner of electing a Social Chairman was the most desirable and you left this completely out of your discussion.

Later in your article you quote me as saying that "if they don't tell us how we're supposed to please them, we can do nothing to please them." The Social Committee feels that they know what students want and I never made the statement you have credited me with saying.

In your final paragraph you say that the Committee has not looked into the possibility of making arrangements with other nearby schools to obtain entertainment a year in advance. This is just not true. In 1964 the Committee spent a good deal of time initiating such a program but found it impossible to do so for lack of interest in other schools. We do however use a booking agent who also works with Colgate, Cornell and other nearby schools, and arranges entertainment in order to minimize the cost of all concerned. As for arranging dates a year in advance, this is impossible because entertainers won't sign a contract that far in advance.

Now, in your editorial you suggest that we are making hollow-sounding, post-mortem excuses. The only excuse we offer is legitimate. The fact is that the dissatisfaction with Saturday evening of houseparties arose from a situation which could not have been avoided except by Dick Gregory himself. I had signed a contract with him six weeks before the date and was told three weeks before that he would not sign it. In the meantime, the agent and the Committee worked on alternate suggestions. When it became clear that Gregory would not sign and that the second choices could not be hired, we were left in the dark. None of this could have been avoided, and it is not an unusual occurrence in the entertainment business.

Next in your editorial you again suggest that we work with other schools and I again answer that we are doing this. You ask us to find out how Middlebury gets the Shirelles and I answer that they use the same agent that we do. However, if we had booked the Shirelles, which we could have done, we would not have been able to afford Simon and Garfunkle. Also if it is your opinion that the students would like to have nothing but Rock and Roll, it is not the opinion of the student body or the committee. Rock and Roll is planned for the Spring, enough is enough.

I have no great argument with the suggestion that the Social Chairman be elected by the Student Body, as long as the nominations come from the Committee, and the election does not turn into a mud-throwing, popularity poll.

Finally you take it for granted that the Social Committee should be responsible for putting on an Ed Sullivan show in Chapel on Tuesdays. I don't feel that this is our job, and yet if there were a Bruce Lambert on the campus, he would be used by the Committee for such a purpose. Poor comedy is no way to engender satisfaction among intelligent people. Our primary duty is to entertain the students on weekends, not in Tuesday Chapel.

The Spectator does have a reasonable argument, but poor reporting and editorializing is no better than poor comedy. Some of your arguments are sound and we shall do whatever is necessary to improve the support given to the committee.

Thomas J. Schwarz
Chairman, Social Committee

A Star and a Half

(Continued from page16)

mile and a half mark, however, something mysterious befell me — I had a total physical and mental breakdown. Twenty-eight boys went chortling by me, and although the last two miles of the course were mostly down hill, I felt like some kind of Dante descending — it hurt even more than uphill . . . yet instinctively I flopped and staggered and crawled toward the finish line. Ahead of me the race ended, there were refreshments for the runners, and just as everybody was about to leave, someone spotted me rounding a bend off a sidewalk onto the track, and a couple of Hamilton guys waited at the finish, grabbed me as I fell, dragged me all the way home, I was green for a week, and that was the beginning of my career.

A little over a year later, there was an ending to that same career. On our own course, we ran Colgate in a very close meet, losing to them by a point. Near the three-mile mark, I picked up a Colgate man, and we began running side by side. As we came down a long golf course slope, I remember Gene shouting to me my position, and somehow explaining the race, the overall positions, and I realized if I could displace the Colgate boy, we might well win, if I did not, we could just as well lose. For nearly three-fourths of a mile thereafter, we were exactly in stride. Then, as we came into the last 200 yards, the Colgate runner broke ahead and pulled away, and I have never strained more in my life to catch a man. At the time I had no thought of doing it for anyone or because of anyone: I just put out everything I had and then some, it wasn't enough, I couldn't catch him, and Colgate won.

But although losing with Gene was always sad, it was never bitter, or a thing that produced any guilt, because I think everyone who has ever run for him has run at 100 per cent of his capabilities in every race, and the cross-country team's losses have always been — quite simply — to teams that were better.

And Gene Long not only taught me to love long distance running, but also he had taught men to respect him as much as I have respected any man, and then he had gone a gigantic step beyond that in teaching me what it was like to be able to respect myself.

Skidmore Plans Summer Comedies

(Continued from page 11)

State Park with the New York City Ballet and the Philadelphia Orchestra in residence during July and August.

Slightly expanded over last year, the resident acting company will comprise a nucleus of experienced players who will carry the most difficult roles in the season of four comedies. All supporting roles will be cast from among the group of undergraduates participating in the summer program, *all* of whom will be eligible to try out for *every* play.

For the undergraduates, the Skidmore College Drama Department is offering a training program of four college-credit courses: Acting, Dance for Actors, Technical Theatre, and Rehearsal and Production. Several work aid scholarships are available.

Interested students are urged to write promptly to: The Producer, The COMEDY ARTS THEATRE, Skidmore College, Saratoga Springs, N.Y. 12866. Representatives will be attending the Yale Festival of Undergraduate Drama at the end of March to interview interested graduates.

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Student Guide . . .

(Continued from page 11)

and is responsible for *Mademoiselle's* February Travel Special.

Harvard has printed 50,000 copies and has collected $15,000 in advertising receipts. *Let's Go* is published mainly by scholarship students to meet college expenses. It sells for $1.95, and is available at many bookstores or through Harvard Student Agencies, 993A Massachusetts Ave., Cambridge, Massachusetts.

In its next issue *The Spectator* will print a *Let's Go* synopsis on "hitchhiking."

Judiciary Board Election Results

Three members of next year's Judiciary Board were elected by the student body in Chapel last Tuesday morning; a fourth will be chosen in a run-off election between two of the sophomore candidates next Tuesday.

Bill Ernstrom '67, Walter Daub '68, and Bob Murphy '69 will join Art Jones '67, already selected as chairman of next year's board. Ernstrom defeated Mark Panoff, 392 - 150. Murphy defeated Phil McGlave, 227 - 201.

The Hamilton
SPECTATOR
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Marijuana Leads Nowhere

(Continued from Page 2)

der how other drugs would affect him."

Hamlett agrees with the findings of President Kennedy's Advisory Committee on Narcotics and Drug Abuse, which in 1963 recommended extensive changes in the laws dealing with drug users. The Committee suggested, as did a joint committee of the American Medical Association and the American Bar Association in 1961, that the use of narcotic drugs be treated as a disease rather than a crime.

The ABA-AMA report stated that narcotics users have no compulsion for criminal behavior but only resort to such behavior in order to support their habit. The report also said that most addicts are sexually impotent and the attribution to them of sex crimes is most often erroneous.

The findings of the two committees have been refuted by the Federal Bureau of Narcotics, headed by Harry J. Anslinger until 1963 and since then by Henry Giordano. The policy of the FBN is that drug addiction is simply a crime. Anslinger once termed a proposed White House Conference on Narcotics "a waste of time" and has questioned the motives of those interested in drug addiction on a psychological or sociological basis. His policies have been perpetuated by Giordano and echoed by state narcotics bureaus all over the country.

It is generally agreed that marijuana smoking in itself is not physically harmful. In 1944, the La Guardia Report said "Those who have been smoking marijuana for a period of years showed no mental or physical deterioration which may be attributed to the drug." More recent reports have affirmed that using alcohol or tobacco over a period of years is more physiologically harmful than smoking marijuana.

"The brightest and most sensitive of college youth are examining the values of the Western world and finding them wanting," wrote Mervin B. Freedman and Harvey Powelson in the January 31, 1966 issue of the *Nation*. Drug use represents "a search for a new way of life." However, they say, the search is "naive." It leads nowhere.

Smokers Reveal Reasons for Habit

(Continued from page 3)

never attain the lurid aspects associated with the "pot party," often develop into cliques,, kind of pot fraternities. Most of the cliques are obvious to other cliques, and the members show symptoms of a newly - inducted pledge class: the shared secret knowledge, and esoteric remarks, the artificial feeling of unity.

Students who smoke marijuana are running a considerable risk. State law provides stiff penalties for anyone caught possessing it, and the College carries it one step further: a regulation passed two years ago provides for the expulsion of any student found to possess or use any kind of drug.

When the students who answered the question "why" by describing the experience were pressed further, they paraphrased the answer of the one who said, "I enjoy it. I enjoy seeing things I've never seen before, of relaxing in a different reality." Or they countered with a comparison of marijuana to alcohol.

The events of the past week have convinced all of those interviewed that they should stop smoking here, but most see no reason to quit smoking altogether. With one exception, they have no urge to try "hard stuff"—LSD, mescaline, heroin. They maintain that while they have smoked more than a few times, they have no dependency on pot. But from only one does the argument sound convincing.

"Smoking is a pleasant experience, like eating a steak," he says. "I haven't smoked for a couple of months, and I have no particular yen to. I also haven't made out for awhile, and I'd much rather do that."

He seems to be the exception rather than the rule, however. The following quote is from a student who says that he has smoked regularly for almost three years and has taken LSD several times. It is an extreme, but it says something about the direction that others could take:

"I could think of nothing better to do with my time. Hamilton College became a lot more interesting. I've gone about a month without smoking, but I keep seeing things that I would like to see while high.

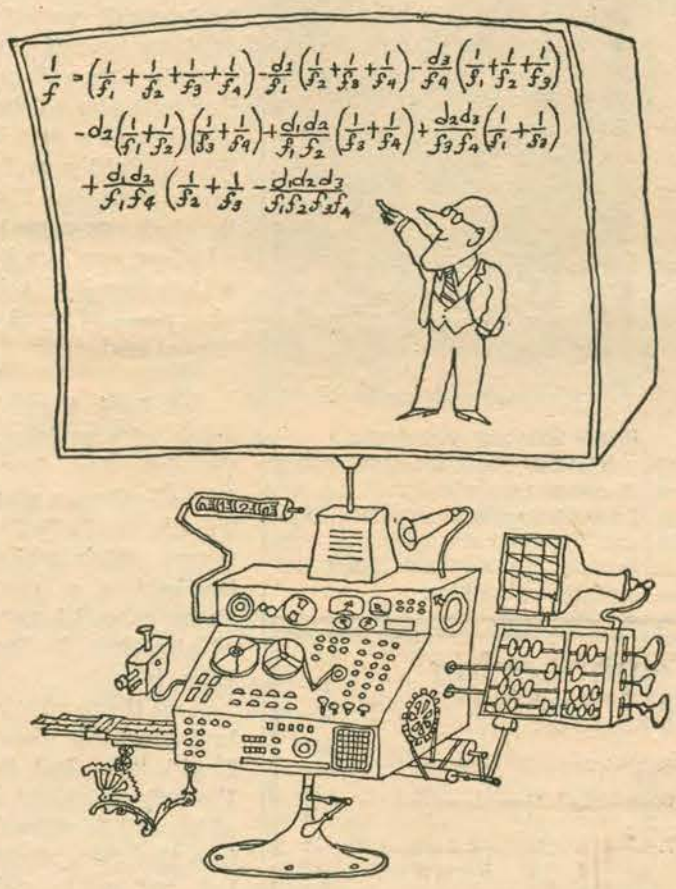
"But it's not a habit or anything."

A couple of students *have* quit. One who has said, "Pot gets to be a state of mind, you just can't see state of mind—you just can't see anything unless you're high. And even then it's like seeing the same movie over again from a lot of different seats."

Hamilton's pot smokers are scared; there was never alot of marijuana on the Hill, but what there was is rapidly leaving. But one question still remains: Is the use of marijuana the symptom or the disease?

In an interview, Bob Dylan said "Colleges are like old-age homes; except for the fact that more people die in colleges than old-age homes, there really is no difference." Many college students are sensitive about this, and much has been written about a generation searching for a New Direction to fit in a New Freedom. For many a formal college education doesn't fill the bill, and for some, marijuana is a way of achieving, momentarily, a sense of mmeaning and beauty that should be there but isn't.

Perhaps marijuana is a symptom rather than a disease. But if a student must seek relief from his *bal du siecle* through a continual use of pot, then marijuana will become a symptom that worsens the sickness.



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Depending on the nature of the information, he might get his answer back audibly, printed on a teletypewriter, as a video image, or a facsimile print.

Some of these services are available now. Others are being tested.

For the next week or so, better get a move on.

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Track Hopes High For State Meet

Ramsey, Deyle To Pace Team

Hamilton closes its indoor track season tomorrow afternoon with the New York State Collegiate Track and Field Association indoor championships at Union College in Schenectady. The Continental thinclads took third in an 11-team field at the Union Invitationals, March 12.

LeMoyne, top scoring New York State school at the Invitationals, will be favored for the NYSCTFA crown. Springfield finished first with 32 points, followed by LeMoyne with 29, and Hamilton with 25½. The University of Rochester should also be near the top if it can avoid the disqualifications suffered in the Union event. Hamilton, Union, and R.P.I. all should score well, and could press either of the favored teams.

In last week's events, the Continentals scored firsts in the shot put and the 600-yard run. Tom Deyle, who will defend the NYSCTFA title tomorrow, took first in the shot with a heave of 49 feet, four inches. In the two timed sections of the 600, Pete Hotine tied with Bill Rothman of Brockport in 1:16.8.

Drew Ramsey, also clocked in 1:16.8, was second to Rothman in their heat and finished third. Ramsey was also third in the 50-yard dash, and joined Hotine, Bill Olmstead, and Woody Studenmund to place second in the mile relay with a time of 3:35.5.

Al Podosek took second in the two-mile run in 9:47.2, while Tom Atkins was fourth in the pole vault, clearing 12 feet. John Siebert and Roger Hamlin also competed in the shot put and the pole vault, respectively.

Despite a muffed pass, Hamilton's freshman medley relay team finished third in the event. Newell Ward ran the 880 leg in 2:08.3, John Effinger, despite dropping Ward's pass, had a split of 0:54.0 in the 440, Dick Bilheimer was timed in 0:25.7 in the 220, and Phil McGlave finished with a 4:4.1 mile.

Comets Face Jets After Winning 6-1 In Series Opener

Riding the crest of a 6-1 victory in the playoff opener, the Clinton Comets will meet the Johnstown Jets tonight in Johnstown in the second game of the best of five series.

The Comets built up a 4-0 lead in the first period of Wednesday's opener at Clinton and appeared to have no trouble with the Jets, who were hurt by the absence of their inured ace defenseman and coach, Dave Lucas.

Comet Captain Jack Kane scored the first two, at 6:07 on a relay from Bill Bannerman and Borden Smith and at 10:04 on a relay from Ian Anderson and Smith. Bill Glashan and Dave Armstrong scored within 30 seconds of the 18-minute mark to give the Comets their fat margin.

Forth Scores for Jets

The game's first penalty, at 7:33 of the second period on Smith for tripping, gave the Jets the opportunity to score their only goal, Neil Forth tallying unassisted.

Tim Hook scored for the Comets in 12:25 of the second, tipping in a blue line shot by Pat Kelly. The final score came at 9:03 of the last period, as Don Davidson took a pass from Hook and scored on a close shot.

Comet goalie Ed Babiuk made 28 saves in the conteset, many of them little short of fantastic, while the Jets' Andy Brown stopped 39 Clinton attempts.

The third game of the series will be played tomorrow night at Clinton, the fourth is scheduled for Sunday at Johnstown, and the fifth for next Tuesday at the Utica Auditorium.

COUNTRY STORE

Gifts — Accessories

Mary Scala

West Park Row

Clinton, New York

Mohl Takes Top Places in East Coast Swim Meet

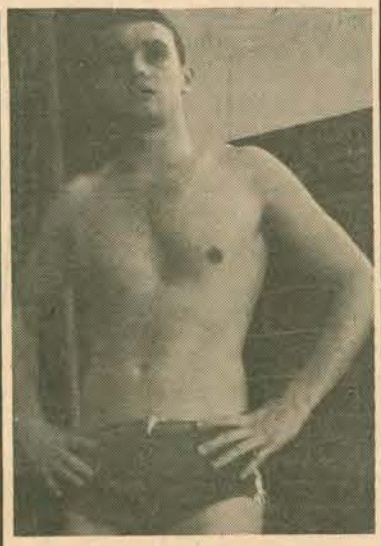
Bruce Mohl scored 20½ points for Hamilton at the Eastern Seaboard Intercollegiate Swimming League championships, held at Annapolis, Md., March 10-12.

Competing against swimmers from Army, Yale, Villanova, and 28 other Eastern schools, the sophomore from Tarrytown, N.Y., took fourth, sixth, and 12th in his three events to earn Hamilton a 15th finish in the 33-team field.

Best Time in 200-Yard Medley

Mohl's best performance came int he 200-yard individual medley. Seeded 21st, he tieed for fourth with a time of 2:04.2 that bettered the national small college meet record. From a 19th seeding in the 100-yard backstroke and a 23rd seeding in the 200-yard backstroke, he finished sixth and 12th respectively, in times of 0:56.6 and 2:07.3.

Scoring was on a basis of 16 points for first, 13 for second, and 11 through 1 for third to twelfth places. Mohl tallied 10½ in the individual medley, nine in the 100-yard backstroke, ,and one in the 200-yard backstroke.



Slick Fish — Bruce Mohl

Because Hamilton has balked at compliance with the N.C.A.A.'s 1.6 athletic scholarship rule, Mohl and Hamilton are unable to compete in the National Small College championships.

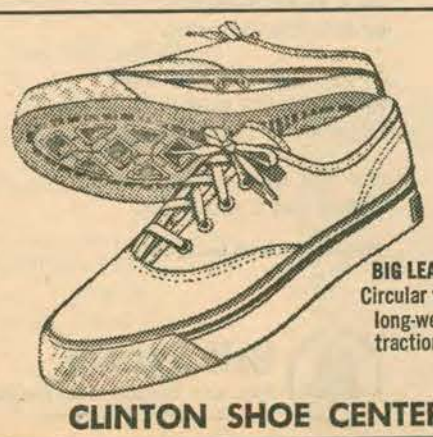
Hockey Team Scoring

SCORING

	Goals	Assists	Points	Minutes Penalized
Tom Wheeler	16	19	35	51
Jim Goodfellow	20	14	34	48
Ted Pitcher	3	11	14	29
Bob Drummond	6	6	12	46
Stod Melhado	3	4	7	2
Bruce Nelson	1	6	7	16
Chuck Perry	1	4	5	10
Joel Kennedy	2	2	4	14
Stu Marsh	3	0	3	2
Pete Chapin	0	3	3	37
Barry Seamon	1	1	2	10
Jim Mote	1	1	2	12
Steve Fuchs	1	1	2	0
Larry Pritchard	1	0	1	0

GOAL KEEPING

	Games	Min.	Shots	Saves	Goals	Save %	Game Average
Art Bloom	12	547	340	284	56	.835	5.92
Bill Semple	12	474.5	312	258	54	.828	6.83



BIG LEAGUER
Circular vamp, long-wearing traction sole

CLINTON SHOE CENTER

A Star and a Half

by JOHN NICHOLS

In the early fall of my junior year at Hamilton, I approached Gene Long and asked him if it would be all right for me to jog along with his cross-country boys during their practice sessions. I explained that I wished to do so in order to get both my legs and my wind in shape for hockey. I thought he would be much impressed with my motives, and would say sure, go ahead, have a ball.

"Sure," he said. "If you join my team, naturally you can run with my boys."

"No, wait a minute," I said. "I think you misunderstood me, I don't want to join your team, I just want to run along with it during some of the practices." I wanted to get in shape for hockey, not my own funeral.

CHICKEN?

Gene said something to the effect that: "If you wish to run with my boys, you run with them seriously, because I don't want any half-hearted people goofing off around and about my team, and if you don't join the team, you are nothing but a chicken anyway, and what is a chicken doing even thinking about hockey if he can't run a mile or two without popping all his blood vessels, etc . . . " and before I knew it I said, "Okay, I'll join them," and I signed on the dotted line, thinking as I did: So what, I'll just be the last man, I won't kill myself, and when hockey rolls round I'll be in good shape and fully able to dedicate myself to something worthwhile.

Only, it's a funny thing about signing on the dotted line with Gene. The instant you are under him, you are a member of a cult like the old New York Yankess or the Boston Celtics, and you suddenly learn that Gene is a very proud man, and if you are running for him you can't help it, whatever your talents you are a proud man, too, and whether you like it or not, you are going to stretch yourself to new limits, because Gene cuts the pamper and the phony out of sport, he makes athletics a very straight and honest endeavor.

A PLEASANT JAUNT

But back then, it was the fall of 1961, I didn't give much of a serious thought to running cross-country. On the first day, I went through simple calisthenics, and jogged off on a pleasant jaunt through crisp woods — no trouble at all. But when — the next day — I got my first severe stitch while running up College Hill Road from the bottom, a funny thing happened — I couldn't stop. To be sure, I lagged behind, but I was suddenly terrified of stopping, I thought: *What if Gene finds out — ? What if — ?*

And there you have it. What the Russians know about brainwashing, they probably siphoned off of Gene. And I said, "My God, he will turn me into a dead masochist, I'm going straight in there and quit before things get out of hand!" So after the exhausting workout, I went straight into the gym, strode down a long line of lockers, turned left, and got to within two feet of the training room door — then I stopped, I thought a minute, I decided I didn't feel so bad, and I went and took a shower.

After that, I think on the average of at least five times a week I swore I would quit cross-country. I gave speeches in my head to Gene, I said: *Look, this is all very well and good for those other guys, but I'm a different kind of athlete, I'm not cut out for this, so you can just retire my jersey — Ha, ha, some joke — and I'll be on my way . . . .*

COULDN'T SPEAK

But again, I couldn't speak the words I'd been rehearsing since that second day. I wound up saying, "Gee, Gene, I think I got a pretty bad shin splint" (tape an aspirin to your ear), and back to my locker I shuffled time and time again, feeling thoroughly at one with the rats in the psych lab, and wondering if this sort of muscular auto-da-fe would be the end of me.

And yet a strange thing occurred: as the days got shorter, I began to find that my wind was getting longer, and pretty soon I could cover great distances without totally collapsing, and every now and then, like a brief breakthrough of sunshine on a cloudy day, I found that I was enjoying running. And finally I placed well in a Wednesday time trial and — you Horatio Alger fans salute — I made the first seven on the team.

Off we went to Oswego. I started strong: at the end of a mile I was right up there among the leaders. At the

(Continued on page 14)